

1 (UNEDITED ROUGH DRAFT)

2

3 November 15, 2005

4 Conference

5 Day two

6 MS. SIMMONS: Good morning, folks.

7 Feel free to still get some breakfast
8 out there. We are going to be starting in
9 about five minutes. I know the agenda says
10 8:00, but some people were looking at
11 yesterday and thought it was 8:30, so we are
12 going to split the time.

13 good morning everyone. For those of
14 you who weren't here yesterday, I think
15 everybody that was here yesterday, I'm
16 Suzanne Simmons and we are starting off the
17 morning a little late. We were scheduled to
18 start at 8:00, but I know we started at 8:30
19 yesterday so there was probably some
20 confusion. And our first speaker Jon Barton
21 has been kind enough to say that he will
22 start his presentation at people are still
23 coming in the room.

24 So, I thank Jon for doing that and I
25 would like to introduce the Reverend Jon

1 Barton, he is the general minister with the
2 Virginia Council of Churches, president of
3 Virginia VOAD and also one of the founding
4 elements of Virginia VOAD.

5 Jon is I don't know what -- I don't
6 know how to sum this up, but I don't know
7 what we as the State of Virginia would do
8 without Jon in our state E O C emergency
9 operation centers during disasters and what
10 we would do without the Virginia VOAD
11 following disasters and during disasters and
12 in your long term recovery they are
13 invaluable, they are the work horse of the
14 state and we rely on them every strongly she
15 we are hit by catastrophic incidents. So I
16 have had the pleasure of knowing Jon for just
17 a few short years, about a year and a half,
18 may be two years, and working with him, but
19 he has at least -- he worked with church
20 world services for 17 years and worked in the
21 field with disasters starting in 1979, I
22 think he said his first visit with to a
23 refugee camp in Guatemala. So he brings a
24 wealth of experience to the table and I would
25 like to welcome him.

1 MR. JON BARTON: Good morning.

2

3 (Applause)

4

5 MR. JON BARTON: How many folks know
6 what a VOAD actually is?

7 How many don't know what the acronym is
8 all about?

9 Well, let me just start there a little
10 bit VOAD stands for voluntary organizations
11 active in disaster. And you are probably
12 part of a VOAD but you don't realize it
13 because it's all of the folks really that
14 have a role to play either in disaster
15 preparation, first sponsor recovery that
16 makeup the VOAD. So it's the Red Cross, it's
17 the Humane Society, it's all of the various
18 church and faith groups, it's the JCs and the
19 rotary clubs and any group that has disaster
20 as part of its ongoing mission is part of the
21 VOAD.

22 And we discovered back in the late
23 1980s, early 1990s, that the Virginia Council
24 of Churches, where I now serve, that my
25 predecessor in doing some digging in the

1 state disaster plan discovered that the
2 council of churches was responsible for
3 organizing all of the churches in the state
4 in the event of a disaster.

5 After a few more gray hairs and
6 wondering how in the world he would ever pull
7 that off we began to have various discussions
8 with various groups that eventually led
9 shortly after the tornados in Petersburg to
10 the creation of Virginia VOAD and that was
11 done in around 1992.

12 When have been working every since very
13 closely with the department of emergency
14 management and the emergency operations
15 center to fill in the gaps where voluntary
16 agencies can work the strong express work the
17 best.

18 One of the things that's true in any
19 kind of disaster or event is if government or
20 first responders or others are not moving
21 quickly enough as perceived by some, or the
22 system has broken down, there are going to be
23 volunteers that are going to fill the void.
24 And those volunteers may be a big help or
25 they may get in the way.

1 One of the major purposes of VOAD is to
2 help to steer volunteers in the way that is
3 constructive and helpful that helps to meet
4 the needs of everyone in Virginia and not get
5 in the way and create a second or third
6 disaster by complicating things because they
7 really don't know what we are doing there or
8 why they are there, they just feel like they
9 need to be there.

10 Part of I think why Suzanne asked me to
11 share with you a little bit was some of the
12 international experience that I have had, the
13 event that she referred to as an earthquake
14 in GA UT U M A LA. Actually the earthquake
15 had taken place three years before I was
16 there and I was in a squatters settlement of
17 about 20,000 persons that had been displaced
18 by the earthquake three years earlier and
19 they were still in paper shacks, no plumbing,
20 no school, just poverty and we were looking
21 to see what we could do with church world
22 service and other voluntary groups to improve
23 conditions in that area and to try and get
24 people back to a little bit more healthier
25 quality of life.

1 And earlier this year, well 2005 really
2 is the year of catastrophic events, it has
3 been one event after another beginning in
4 December 26th, 2004, with the Tsunami that
5 came across the Indian ocean and the
6 Southeastern Asia region. That was followed.
7 That was followed by a series of event, mud
8 slides in Latin America, earthquake in
9 Indonesia. You had Katrina, receipt a you
10 have had recently earthquakes in Pakistan and
11 you had a Tsunami alert just last night in
12 Japan.

13 Now, I say that because that means that
14 across our world we have seen almost a half a
15 million lives loss in disasters this year.

16 It also means that there are millions
17 of people who have been displaced because of
18 these events that have taken place and
19 probably tens of thousands who will be
20 displaced for the rest of their lives.

21 That's the nature of a catastrophic
22 event. And I've got a couple of slides that
23 I want to share with you. If I can figure
24 out how to do this.

25 Okay. This is a little bit of a review

1 between the Tsunami and Katrina. Now,
2 there's a basic difference between a Tsunami
3 and a hurricane, but their impacts can be
4 very similar. A Tsunami comes literally
5 without a whole lot of warning, it's kind of
6 lick a torn aid know that respect. It's a
7 giant waive that.

8 Wave that moves across the ocean and
9 anything in its way. There's no wind
10 associated with it, there's no real advance
11 warning except the elements move to high
12 ground and the water goes out so that you can
13 collect all of these neat shells.

14 But it's a devastating wave that comes
15 through that brings that tidal surge. In a
16 hurricane, particularly the ones of magnitude
17 that we have seen this fall, this season, you
18 get the same thing, but you get it that takes
19 a longer period of time for the storm, you
20 get the high winds, you get the rain, and you
21 get that activity, but you do get a little
22 bit of warning that the storm is coming and
23 you can begin to prepare a little bit.

24 Some of these shots you probably have
25 seen some of them. Others you won't. But

1 even 100 days after an event like the Tsunami
2 you can walk along the beach and you can
3 realize that this is about people. Any
4 catastrophic event is about people. And
5 people who have found their way through it,
6 are struggling to try and rebuild their lives
7 or put their lives together, find everything
8 that they have lost, and many who never will.

9 Just to give you a little bit more of
10 the statistics in the Tsunami, this
11 catastrophic event, which really was unique
12 for over 2,000 years in that part of the
13 world, as I mentioned, it took place
14 December 26th, 2004, caused by a movement of
15 two plates 4,000 fathoms under the surface of
16 the sea registering 9,000 richter on ... and
17 raised to nearly 500 miles an hour to
18 devastate 3,000 miles of unprotected shore
19 line saturation media coverage made it
20 unnecessary to dwell here on the carnage that
21 has already caused over 300,000 deaths.
22 250,000 of them were in Indonesia alone and
23 the article guess on actually to talk about
24 why. But she when you look at the Tsunami
25 and what it did it took over 300,000 lives

1 and it did that in a manner of 20 minutes.
2 Whole lives, whole villages just washed away
3 in the matter of 20 minutes.

4 It's very hard to fathom that kind of
5 an event. But 2 looks like a war zone even
6 100 days after. 11 countries were hit in
7 that event.

8 10 cities, something our own officials
9 said here Americans don't live in tents.

10 So, we don't do that, not since Andrew
11 anyway. But look at the size of this event.
12 If you notice down in the left-hand corner,
13 can you see, that is a Minivan next to the
14 house. That's the power of that wave to lift
15 up that boat, move it inland and park it on
16 top of the house.

17 And it's still there 100 days after
18 that wave.

19 You never know when to call for
20 evacuation or to stay. You never know what
21 the decision is as an official, whether or
22 not you are calling it prematurely, whether
23 or not you have covered all of your bases and
24 as an individual ultimately whether or not
25 you want to stay behind and try and guard

1 what possessions you might have.

2 And protect those and ride it out,
3 maybe you think you can, you never know
4 really what to do.

5 But the aftermath, you can see, the
6 damage destruction that these storms can
7 take. This is actually down in Mississippi
8 When you look at Katrina did in some of these
9 pictures are probably not going to be new to
10 you.

11 Tremendous displacement, tremendous
12 power in these storms, in these events.

13 And people, lots and lots of people.
14 Keep in mind that this event was something
15 that officials new was coming, they had an
16 idea what the worst case scenarios were, they
17 had a idea they were hoping for. They new
18 sort what have to expect. They ordered an
19 evacuation and most people adhered to the
20 evacuation orders. That is, most people that
21 were able to respond to the evacuation order.

22 One of the things that we as planners
23 when we are dealing with an evacuation, you
24 need to take into consideration that you
25 can't just tell people to evacuate and assume

1 that you've done your job. Because
2 particularly what we learned in New Orleans
3 is that many people is that leave east were
4 broken in the second event. The hurricane
5 was the first, the second was the levies
6 breaking is that many people were unable to
7 evacuate. They didn't have the resources,
8 they didn't have the automobile, the vehicle.
9 Basically they were too poor or they had
10 certain disabilities that prevented them from
11 just picking up and getting on the road and
12 heading out of town.

13 And there was no planning for these
14 folks. They were left entirely on their own.
15 And so when the storm hit, and they turned up
16 at the super dome and the convention center
17 as a shelter of last results which means that
18 all that shelter was supposed to be there is
19 for the duration of the storm & then are you
20 supposed to pull out. Well, of course, when
21 the city went under water after the storm.
22 It became a little bit longer. A little bit
23 more of a problem.

24 But when you look at the shelters and
25 the conditions that people were in and the

1 extended period of time you can begin to see
2 the trauma that begins to build and the
3 frustration, the anger, the fear that's in
4 that crowd. All of these things are things
5 you need to be prepared for and planning for.

6 And if you are not having done that,
7 then you wind up with something like this
8 scene, where you are trying to find buses and
9 get people into buses and you are finding
10 that you are putting some members of families
11 in one bus and other members of family in
12 another bus and the minute they get out of
13 town they are taking two different forks in
14 the road and they are going to two different
15 states and you are separating families.

16 And you are doing in a well meaning
17 fashion and way, but you are not being able
18 to respond to all of the need because
19 everything has collapsed around you.
20 Communication, transportation, all of your
21 facilities, all of your sanitation, all your
22 utilities, all gone and you have got to deal
23 with tens of thousands of people at the same
24 time.

25 That just gives you the scope of the

1 where the impact was in Louisiana alone. You
2 could take that across Alabama and
3 Mississippi as well about almost in the same
4 line to see the areas that were directly
5 impact. Baton Rouge became the largest city
6 in Louisiana within 48 hours. Everybody
7 moved out of the southern part, out of New
8 Orleans up to Baton Rouge is and still is in
9 probably will remain the largest city in
10 Louisiana.

11 Again, you can kind of see the power of
12 these storms to be able to move incredible
13 things.

14 I'm going back now to Sri-Lanka to a
15 very special place that I spent some time
16 with. This is a home for differently ability
17 persons. Who were caught in the wave.

18 These differently ability folks are
19 excuse me let me go back here.

20 Differently abled folks let me get
21 through this slide and I will go back to the
22 other slide they are out of order a little
23 bit.

24 The one majoring that saved lives
25 across Southeast Asia and particularly in

1 Sri-Lanka was the ability to get water out as
2 quickly as possible.

3 Now, if you have been working with some
4 of the events here in Virginia, you know how
5 popular water and ice seems to be in the
6 aftermath.

7 But what, drinkable water is something
8 that for cleaning and drinking and cooking is
9 vital to a population after an event.

10 Because the number of diseases that can
11 come in as a result of the contaminate water
12 supply can take more lives than the original
13 event or disaster and it was fully expect
14 that we would have lost another half a
15 million lives in the Tsunami had they not
16 been able to get water out and water out
17 rapidly. And these water tanks and drums
18 were out within 48 to 72 hours all along the
19 road up and down the roads making it
20 available to the community and water tankers
21 would come down twice a day and refill the
22 drums.

23 Water a key thing in an event.

24 Going back to our friends that are
25 differently ability. These folks live right

1 on the water in a home, they are mentally all
2 five or younger. Chronologically they could
3 be up to 50 years of age. And she the wave
4 hit, these folks had really nowhere to go.

5 Fortunately for them, the community,
6 they had a very good strong relationship with
7 the community and the community came in and
8 retrieved these folks and they didn't lose
9 any -- there was no loss of life. They were
10 able to get niece folks into some higher
11 ground, but water came up about five feet
12 into the buildings, they were all single
13 floor buildings, so they had no second floor
14 that they could evacuate to.

15 And then for several weeks, actually
16 months afterwards, they had to live in some
17 of the rooms that they were able to clean up
18 first before they could get to the dormitory
19 spaces.

20 These are some of the special folks
21 that we sometimes forget about. These and
22 your senior citizens, our poor, our folks
23 that may be physically disabled, hearing,
24 site, or as we have the gas tone in
25 Chesterfield, people who speak another

1 language and didn't speak any English and
2 were afraid of law enforcement officials.
3 These are sometimes the folks that we forget
4 about in our planning and we need to be able
5 to identify them, know where they are E they
6 are and make sure that they have made some
7 connections with people to help them when an
8 event happens.

9 One of the key things that this center
10 is doing is putting a second floor on their
11 building. So that they can move the kids
12 upstairs to higher ground.

13 They also interestingly enough
14 psychologically, these things have an impact
15 on people that last their whole lives.
16 Psychologically these kids were afraid that
17 the water was going to come up and they want
18 a fence between them and the water. Well,
19 they have a chain-link fence that's there
20 along the water, which certainly isn't going
21 to hold back any water if the water comes up,
22 but the idea that the fence is there is
23 helping to ease the minds of these kids, who
24 really can't articulate the fear and what's
25 going on in their minds as their world was

1 turned upside down.

2 Most of these kids continue to have
3 nightmares, most of them have been frightened
4 every time a warning comes out and there's
5 been almost a dozen warn things of Tsunamis
6 in the area since last December and every
7 time a warning goes up everybody relives the
8 disaster and the event.

9 But these are some of our special folks
10 that we need to pay attention to.

11 I would share a couple other stories
12 with you from the Tsunami and some also from
13 Katrina and then maybe we will have time for
14 a few questions.

15 I met this one woman in the Tsunami, I
16 will tell you about two women actually that I
17 met. I met this one woman that came up as we
18 were talk asking she had pictures of her
19 three granddaughters all laid out in their
20 could have inches and her daughter who had
21 the puffy skin tone, as you pull a body out
22 of water that's been sitting in water, how
23 it's every puffy and bloated. And just in
24 absolute terms. And we sat and we talked and
25 we wrestled with the fact what have it's like

1 to be parent who have lost children.
2 Children that weren't supposed to die before
3 you did, let alone being a grandparents and
4 losing grandchildren.

5 And cried a little bit on that and I
6 asked her a little bit more about her family.
7 There's only one other family member who has
8 survived that storm, and that is her
9 son-in-law. Her son-in-law has not been able
10 to eat, to sleep regularly, to function, hold
11 down a job because when the wave hit, the
12 five of them were all holding on to each
13 other. And they lost contact. And he's the
14 only one that survived from the five. And he
15 blames himself. And there's very little that
16 he can do now, is he so paralyze indeed that
17 guilt and that trauma. And that's the long
18 term hard kind of recovery work that so many
19 of us sometimes forget that still exists
20 years and years after an event takes place.

21 I met another woman who lived in a
22 village just outside of GA U L in Sri-Lanka,
23 Sri-Lanka, GA U LL area of the village is
24 where the train, you may have seen on CNN,
25 and other news stories, the train story,

1 there's a train that was stopped by the first
2 wave just outside of GA LL, there are about a
3 thousand people on the train. A few
4 Americans which is probably one of the
5 reasons why it made the news story. And the
6 first wave stopped the train in its traction
7 and everybody in the village about 500 people
8 in the village, including this one woman, and
9 they all climbed up on the train for safety
10 and higher ground. And the second the
11 largest of the waves came through shortly
12 laugh and picked that train up off the
13 traction and rolled it like it was a Lionel
14 train underneath your Christmas tree. It
15 picked the tracks up and twisted them into
16 twisted pretzels. It washed over 2,000
17 people out to sea in a matter of seconds.

18 This one woman who lived in that
19 village of about 500 was coming up and
20 sharing with us that, you know, she wasn't a
21 nobody, you know, she had worked and lived in
22 five different countries. She had a five
23 room house that had air conditioning and had
24 TV. And she said in 20 minutes everything in
25 her life, all of her family, all of her

1 memory, awful her possessions everything that
2 was -- she had was gone.

3 And all that was left was the concrete
4 slab where her house once stood.

5 This is the kind of emotional trauma
6 and rebuilding that you've got to begin to
7 look at as a catastrophic event like this
8 happens.

9 One of the key areas where groups that
10 I work with is helping to provide relief for
11 clergy, pastor Al counselors, trauma
12 counselors in the event that that are caught
13 in the event, emergency workers that are
14 caught in the event like themselves. Like
15 80 percent of the New Orleans police force.
16 They put in incredible hours in the midst of
17 that and they need their time away, too, to
18 regroup. Methodist pastor that I was talking
19 to after the Tsunami had been working 24/7
20 for 100 days and hadn't had any time off and
21 his home went 10 feet under water and his
22 family had to be evacuated while he wasn't
23 even in town, unfortunately they were
24 evacuated safely, but he hasn't had any time
25 for anything else. That will take a toll.

1 That will take a toll on him, it will take a
2 toll on his family as he tries to just take
3 care of those folks there.

4 So one of the key things that we begin
5 to look at after event like this is how can
6 we get people down thereto that event site to
7 relief the stress and the anxiety that's
8 there.

9 Give them a break so that they can be
10 recharged and go back in and do some more.

11 And I want to stress again that one of
12 the biggest problems that we have in this
13 country and it's clear in around the world,
14 is that the people who are hurt the hardest
15 and the longest and probably never recover
16 from this event are your poor. She we built
17 town Pickett, it was a phenomenal place. I
18 don't know if any of you had a chance to go
19 over to Town Pickett, but it was a show
20 place, it was a model, the wrong event, it
21 turned out to be, but it was a perfect plan.

22 And one of the things that made it
23 perfect is that very possible state support
24 office that you might need was present in one
25 place within walking distance for people

1 coming in.

2 Unfortunately the event that we had was
3 12,000 people self evacuated came to Virginia
4 and spread out all across the state and
5 instead were dumped on the local ongoing
6 facilities. Well, if you have ever worked
7 with people who are poor, not just here in
8 Virginia, but around our country we don't
9 make it easy for them to get help. We put
10 one office over here, then we put another
11 office over there, and then we put another
12 office over there and there's no bus that
13 runs between there and there and you've got
14 to go upstairs and downstairs and upstairs
15 and downstairs all of these things that we
16 do, I think somehow unconsciously we do it to
17 make us feel better because somehow the poor
18 have to work to get the assistance that we
19 say that they are entitle to of.

20 But when you take 12,000 people and you
21 dump it on a system that is not designed to
22 be user friendly. Have you a problem. And
23 that's the problem that we had here in
24 Virginia. And a number of other states
25 around the country in response to Katrina.

1 One of the most important things that
2 we need to consider in our disaster planning
3 and our mitigation and our preparedness is
4 what steps do we take to assist, to eliminate
5 some of the poverty that is in our back door
6 that we have closed our ice to. To make it
7 possible so that when the event happens that
8 they will be in a better position to be able
9 to take care of themselves if they need to be
10 left on their own for 48 to 72 hours.

11 I'm going to leave it right will and
12 may be take another five minutes here to see
13 if there's any questions.

14 There's your reason for hope that after
15 disaster something good can come out of it.

16 MS. SIMMONS: It's a quiet crowd today.
17 Does anybody have any questions. Laverne has
18 the microphone or Alicia.

19 NEW SPEAKER: Hi my name is Carolyn
20 Sandford I work for the Petersburg fire
21 department. I just wanted to make a comment.
22 Some of the things that the gentleman said
23 was correct and the one thing that we have to
24 realize that we do have special needs out
25 there and the special needs are not just the

1 challenge that we have heard here, but they
2 are the poor, and they could be someone that
3 is in a wheelchair just temporarily. It is
4 the people that can't speak English and are
5 afraid of the law enforcement. So there are
6 a lot of special needs out there, I'm just
7 going to put them all or an umbrella that we
8 all have to look for because those are the
9 ones that are trapped. And it is not just
10 the elderly, if you notice when you were
11 watching the videos down there, you saw a lot
12 of single parents, whether it be male or
13 female with small children with no
14 transportation. So there are special needs
15 out there that every city needs to look for
16 now. And it needs to be put in their
17 evacuation plans and things. And they have
18 got to look at everybody, not just a certain
19 amount of people. So I just want to make
20 that comment.

21 MR. JON BARTON: Appreciate that.

22 One of the things I think that Katrina
23 did point out to us is that since 9/11, with
24 all the talk of preparedness as a nation, we
25 were not prepared for a catastrophic event

1 that would displays millions of our citizens.
2 And we probably need to take another look at
3 what we are doing with that.

4 NEW SPEAKER: My name is Richard and
5 I'm with James City County CERT and I would
6 just like to have any plans or studies been
7 put into effect to consolidate all of these
8 various agencies that can help these people
9 when they need it, or what can we do.

10 MR. JON BARTON: One of the things that
11 makes our nation great is our propensity to
12 organize. And give us a week and we will
13 have about five or six hundred different
14 volunteer organizations, probably half of
15 them duplicating each other in their
16 response.

17 Part of the VOAD vat gee is to help
18 reduce the duplication to improve the
19 coordination and networking of them but not
20 to put an authority or a bureaucracy around
21 that, but a loose network that allows people
22 to have the information and share information
23 in a way that people specialties can be
24 better used. And know where they can apply
25 those.

1 I don't know if that makes sense. But
2 in the culture that we have, we encourage
3 volunteer activity, volunteer participation,
4 and boy something like this happens and you
5 will have about 100 internet sites inside of
6 a few months on where to find housing. So,
7 it's an ongoing struggle in a sense. But
8 it's also a blessing. We just have to figure
9 out how to harness is a little bit.

10 MS. SIMMONS: I can also comment to the
11 Town Pickett, there is a study, -- well not a
12 study but they are looking at the lessons
13 learned and that will be compiled and
14 hopefully we can bring that down not just at
15 the state level, but bring it down to the
16 local level in the future. And see how
17 things worked and what didn't work, what we
18 Ned to add what, we need to ache away, and it
19 was a wonderful collaboration Bart bar it was
20 incredible.

21 MS. SIMMONS: There are a lot of great
22 lessons to come out of that and it is being
23 examined right now at George Mason university
24 I think is partnering with different folks.
25 I'm not positive about that, but I know that

1 it is being looked at closely.

2 NEW SPEAKER: Suzanne, do you know
3 where that is going to be released.

4 MS. SIMMONS: No. Is there anybody.

5 NEW SPEAKER: They didn't give a time
6 period.

7 MS. SIMMONS: Also no time. Oh, sorry
8 about that.

9 Right now also no time period on that,
10 no time period has been given on when it
11 will. But it -- I'm sure that we will -- it
12 will be announced and it will be published.

13 NEW SPEAKER: I meant which agency and
14 what website to look for to find it.

15 MS. SIMMONS: I think it will come out
16 of the governors office perhaps or secretary
17 woods office.

18 NEW SPEAKER: Secretary woods office I
19 think.

20 MS. SIMMONS: Yes.

21 NEW SPEAKER: Hello my name is Linda
22 more and I'm working right now with what's
23 call the untapped resources of youth. I'm
24 working with 16 year olds all the way up to
25 25 year olds who have developmental

1 disabilities. What I'm finding is if you
2 involve these kids, they buy into their own
3 plan and they recruit their own support
4 people from among their friends and it's a
5 tremendous reward to the community to have
6 these people. It would be nice if some of
7 these were also assigned as mentors to mentor
8 in the school system to make sure that these
9 kids before they leave high school have a
10 disaster plan of their own so that they can
11 provide resources to the community as a
12 whole. I think that would be a wonderful SOL
13 for civics.

14 MS. SIMMONS: I'm going to comment on
15 that real briefly. I see a lot of citizen
16 Corp CERT coordinators sitting in the office.
17 And I challenge awful to you make contact
18 with -- I'm sorry, what was your name, again.

19 NEW SPEAKER: Linda Moore.

20 MS. SIMMONS: With Linda Moore before
21 the end of the session.

22 NEW SPEAKER: Or at least my son Tim
23 Moore.

24 MS. SIMMONS: I think it would be a
25 great project for our teams to undertake.

1 MR. JON BARTON: I was hoping that
2 there was somebody from the Department of
3 Education here. They are about to go through
4 their reviews of SOLs.

5 NEW SPEAKER: That's why I'm sitting.

6 MR. JON BARTON: Yes.

7 NEW SPEAKER: I'm sorry, do I need a
8 mic.

9 MS. SIMMONS: Yes, she's bringing it.

10 NEW SPEAKER: Hi I'm Kathi Wolfe and
11 I'm writing about the issue of folks with
12 disabilities and disasters for a magazine
13 from New Jersey developmental disabilities
14 council. And I'm curious about in terms of
15 the situation in Sri-Lanka, what -- do you
16 know anything about folks with disabilities
17 there after the Tsunami, are they groups of
18 folks with disabilities, are they becoming
19 more involved in the issue of disasters or
20 disaster planning, because that's what is
21 happening in this country and I'm curious if
22 you know anything about how folks with
23 disabilities are being involved in planning
24 for this issue or.

25 MR. JON BARTON: I would suspect, I

1 don't know the specifics on that, but
2 certainly in the center that I was in, that
3 was a very critical part of their thinking,
4 whether or not there's something organized on
5 a larger level, I really don't know at the
6 present time.

7 NEW SPEAKER: My question is whether
8 people with disabilities themselves are
9 organizing not just the very good people who
10 work with them.

11 MR. JON BARTON: The center that I was
12 talking about many of the people who staff
13 that are also residents there. So, there's a
14 mixture that's there. I know that that
15 particular home is working on it. How much
16 farther it would go in terms of other homes I
17 suspect it's probably being done on a very
18 individual basis right now. But, I really
19 couldn't answer the details at this point.

20 MS. JUNE KAILES: Do you know anything
21 about the rebuilding process. There's a
22 great deal of concern when we have an event
23 of this size in terms of how the environment
24 gets rebuilt and what kinds of accessibility
25 codes are used or ignored in terms of

1 restoring an environment that's more usable
2 or even as usable as it was before. It is
3 certainly a concern in the golf states with
4 some people talking about putting everything
5 on stilts.

6 MR. JON BARTON: I'm sure with the
7 rebuilding there's going to be a lot of
8 different concerns that will come up.
9 Clearly one of the issues that has already
10 come up is that they have moved the casinos
11 from offshore on to shore. That's displaying
12 something somewhere along the lines. In
13 Sri-Lanka, for instance, the government made
14 it illegal for anybody to rebuild if their
15 home or the building was destroyed within a
16 certain distance of the water. And the fear
17 is there that within five years that will all
18 be hotels and resorts, they are just taking
19 the land from the poor.

20 So, we are going to have to look and I
21 think that could happen along the Gulf Coast
22 as well. I think we are going to have to be
23 very careful with that and watch that. I'm
24 not sure certainly when they are talking
25 about the leave east, they are going to be

1 wrestling with, but already they are
2 compromising on some of the language there in
3 terms of whether or not they are going to
4 rebuild it to cat five or not. So I think we
5 are going to have to watch and see what
6 priorities there are as a nation and as a
7 state and what we are going to do here in
8 Virginia in the way we prepare. Are we
9 willing to spent the money to try and make
10 sure something like this doesn't happen
11 again.

12 One final thing that I just would add
13 is that one of the things also that happens
14 within an event of these natures is that
15 money and resources come flowing in from all
16 over the world. And often times that money
17 coming in and those resources coming in
18 overload a system that is already been
19 damaged, destroyed or never existed. Most of
20 those Asian countries after the country were
21 not prepared for the billions of dollars that
22 arrived and the financial institutions were
23 not able to handle it or the other resource
24 that is began to arrive.

25 So you have to take the time to rebuild

1 the infrastructure in order to handle those
2 things that are coming there's a lot of that
3 kind of work and when you have that kind of
4 money and resources that goes into an area,
5 you begin to destroy the long term local
6 economy.

7 So you need to balance those kinds of
8 things out.

9 Disaster planning recovery is not
10 rocket science, but it's not simplistic easy,
11 either, and it doesn't end with the operator
12 L preparedness class in our classrooms or
13 with the storm, but as I shared with the
14 person in Sri-Lanka, seeing these people in
15 tents, they will see those people, same
16 people in tents five years from now. Because
17 it just doesn't move that quickly. And these
18 events will shape a lifetime f not
19 generations.

20 Thank you very much, particularly at
21 this hour of the morning.

22 MS. SIMMONS: Thank you, Jon, I know a
23 couple of the questions were a little out of
24 the scope you feel comfortable with, but I
25 know that you deal with all of those issues

1 in your recovery efforts.

2 Thank you very much. We are going
3 to -- our next speaker is Karin Frinell it's
4 not the same as on your agenda, Karin was
5 stuck in Chicago for a day. So it's Karin
6 Frinell Hanrahan and she will be speaking and
7 if you would like to take two minutes, if
8 anybody needs to leave while she is setting
9 up. We need to get her computer set up for
10 her and then I will make the introduction.

11 Thank you.

12

13 (Short pause)

14

15 MS. SIMMONS: Okay folks. I'm sorry to
16 move things along. I know we are not really
17 going by the schedule too much now and what I
18 think we are going to do is drop most of the
19 ending session if you look at your schedule
20 and that will give us more time for our
21 speakers. But we don't have to walk out of
22 the door, you don't have to, right at noon.
23 So if you want to and a few questions at the
24 end, there will be an opportunity for that.
25 An opportunity to visit with folks.

1 Okay.

2 I would like to introduce Karin Frinell
3 Hanrahan, they came all the way here from the
4 wonderful state of Washington and as I said
5 she spent a little time in Chicago, which I
6 don't think was quite as pleasant for her.
7 Karin, if you look to the page one of your
8 agenda she will be presenting the ability
9 oriented emergency training adjusting your
10 rank to fit all abilities. I've worked with
11 Karin briefly before on the citizen Corp
12 board at the national level. She's a citizen
13 Corp coordinator and she works also with the
14 Washington commission for national and
15 community service. And I would like to
16 welcome her to the State of Virginia

17
18 (Applause)

19
20 MS. REBECCA FEASTER: Is Karin.

21 MS. FRINELL-HANRAHAN: Thank you Susan,
22 thank you everyone, I really pressure being
23 here and again, I apologize but Chicago
24 decided that I needed to visit their airport
25 a little bit longer. But I am here now and

1 very excited to talk to you today about a
2 pilot project that we conduct in Washington
3 state. How many of you know about citizen
4 Corp and are CERT trained. I heard someone.
5 Oh, this is exciting. So I'm actually going
6 to be talking to you about our pilot and what
7 we have done in Washington state to look at
8 answering some of the questions that Jon
9 brought up about preparedness and the
10 integration of individuals with various
11 abilities into community preparedness, state
12 preparedness and that also in the recovery
13 process.

14 My background is I was a local
15 emergency manager for 8 years in grace harbor
16 county has a coastal community in Washington
17 state. I had nine cities, two tribes and all
18 of an incorporate grace harbor county and I
19 was responsible for all of their disaster
20 preparedness response recover and mitigation.
21 I was an office of one.

22 We were also one of the very first
23 Tsunami cities. We had the very first
24 Tsunami city in the nation because we do have
25 a very large Tsunami threat we do sit on the

1 ring of fire and then wind stores, storm
2 surges all of those things that anyone who
3 lives along an ocean understands.

4 I have been involved with community
5 emergency response training for 10 years. I
6 that had in my local community facilitate
7 through the fire department and, then they I
8 came to the state of Washington as the point
9 of contact for citizen Corp, which includes
10 neighborhood watch, volunteers and police
11 service, the new medical reserve Corp, fire
12 Corp, community emergency response training,
13 we found a gaping hole. We understood that
14 CERT had been around for a very long time,
15 wasn't very user friendly, especially when
16 you start talking about integrating it into
17 your schools, it did not come in alternate
18 formats and it did not address varying
19 abilities and the capabilities that our
20 community members bring to the table as part
21 of a disaster preparedness scenario.

22 What we did is we Washington state
23 citizen Corp approach the Federal Government
24 and said look, we need the CERT manuals in
25 brail. They cannot provide them for us. We

1 said okay, well, we need them in a format
2 that allows for readability with brail
3 readers. Not available.

4 We need to know how we would teach an
5 individual who has a visual impairment or
6 uses a service animal on how to fight a fire.
7 Couldn't do it.

8 So, they came to us and said are you
9 willing to do this. We said of course. You
10 know this, needs to be done. This is an
11 opportunity for us to look at varying
12 different populations and providing disaster
13 preparedness training tools and techniques to
14 create safer communities.

15 And originally they wanted five
16 curriculums. They want the CERT curriculum,
17 they want a curriculum for individuals with
18 visual impairments, they want a CERT
19 curriculum for individuals who use some sort
20 of mobile assistance device, either
21 wheelchair, walker, something like that.
22 They want a curriculum for the deaf and hard
23 of hearing. They want another curriculum
24 that addressed E S L. And then they want the
25 flexible curriculum that could be adapted.

1 Well, when we started looking at our concept
2 and our opportunities, and who was going to
3 deliver these five curriculums, how many
4 local communities could actually afford to
5 have five different CERT curriculums. So we
6 started looking at our opportunities, we
7 really wanted to come down to the nuts and
8 bolts of increasing preparedness across the
9 board. Some communities in our area have a
10 high level of preparedness, some communities
11 have zero preparedness.

12 They also don't have access to the
13 knowledge or the skills or the techniques
14 because they are struggling day to day just
15 to get through doctors appointments, find
16 employment, all of those things that really
17 do challenge us on a day to day.

18 So, we decided to develop an inclusive
19 curriculum, one. One curriculum that is
20 going to be able to adapt and meet
21 everybody's needs. This is very ambitious
22 and one of our deliverables was actually to
23 pilot the new curriculum that we developed.
24 We had to develop a very broad partnership
25 because this is a department of home land

1 security program now after we moved from FEMA
2 under to home land secure, we still had FEMA
3 Region 10 headquarters are in our community,
4 they have some historical knowledge on the
5 original development of the CERT curriculum.
6 My office, which is the Washington commission
7 for national community service, king county
8 emergency management and then we also did a
9 lot of Outreach to our different service
10 providers and individuals who have varying
11 abilities to come and participate in our
12 overarching design of this curriculum.

13 So, we had two individuals who were
14 deaf or hard of hearing, we had an individual
15 who was blind, we had several individuals who
16 had mobility issues, king county office of
17 civil rights participated. We had first
18 responders, we responders, we had a college
19 professor for curriculum development and some
20 of the research that we did to make sure that
21 we could cite all of our references and it
22 was just a fabulous collaboration. We did
23 this in a year. We started last August, and
24 the curriculum was due this August, including
25 the week long pilot training course that we

1 hosed.

2 So this was a very methodical, rapid,
3 true and tested curriculum and I'm very
4 excite. Washington state has decided to go
5 ahead and adopt it as our curriculum. It is
6 the 20 hour CERT curriculum you learn the
7 exact same things that awful you in this
8 room, the skills and techniques, fire
9 suppression, disaster, medical, search and
10 rescue, disaster psychology, emergency
11 management 101, but we have added a few
12 different things, we have added an
13 introduction chapter to talk about our
14 methodology by which we are going to teach
15 and make this abilities oriented. We have
16 also added a disaster communication. Because
17 based on studies and events that have
18 happened across the nation, during different
19 event, disaster communication and the
20 communication between individuals rescuers
21 and the entire infrastructure is a big issue.

22 So, our partners got together and we
23 met twice a month to do this, we worked
24 independently, we worked with subject matter
25 experts to pull this event together.

1 Our goals and objectives were to revise
2 the manual, the trainers manual, give
3 resources and materials, it has to be multi
4 formatted, it has to be able to be in a word
5 document format, and then we also through
6 this process because of our time constrain we
7 also sent up to the federal government a
8 whole list of other identified remaining
9 barriers that we need to address and some
10 targets and hopefully the 20006 budget and
11 the future budgets we are going to see the
12 funding for this type of a program increase.

13 And so we are hoping. And then we are
14 going to continue piloting the trainers and
15 then Washington state will be doing some new
16 abilities oriented training the trainers in
17 the spring and all that far material will
18 become available as it continues to evolve
19 and be developed.

20 We put together our planning committee
21 and we had a whole wide variety of
22 individuals who came together. We did the
23 curriculum, we took the current existing
24 curriculum which many of you were already
25 trained on, looked at it, looked at its

1 format, looked at its content, looked at its
2 deliverability, looked at its layout looking
3 at how it's all put together. And now this,
4 my meeting here and the dialogs that I have
5 been able to do across my state and across my
6 region and now here on the east coast to talk
7 about the concept of putting together a
8 comprehensive training program that you can
9 offer at the local level that includes
10 everyone in your community and create that
11 acceptance, because in the past I don't know
12 how many of you struggled with this, about
13 trying to put together a CERT class for
14 individuals with visual, either blind, deaf
15 blind, or with different mobility issues,
16 sometimes at the local level, I know we were
17 having a very large challenge with people
18 wanting to get the CERT training, but because
19 they utilized a wheelchair, they were
20 excluded because they cannot figure out how
21 that individual would do search and rescue or
22 how that individual would put out a fire
23 using a manual wheelchair.

24 So that was our task. How do we create
25 a curriculum that allows us to address

1 everybody's ability.

2 The mission of the community, of this
3 training is to allow everyone based on their
4 ability to be able to come to the class and
5 to be able to participate. And to be part of
6 their own preparedness, their neighborhood
7 preparedness and then become a resource for
8 the community just like this woman in the
9 front was asking, how involved are
10 individuals in Sri-Lanka with their recovery.
11 Well, when you are not in a position to
12 actually do things besides survivable on a
13 day-to-day basis to be able to say, you know,
14 I'm willing to give up this part of my life
15 and I don't have anyplace to live, but I'm
16 going to help the government design the new
17 facilities, becomes a little difficult. But
18 if we give individuals the tools and
19 techniques that they need to be able to be
20 trained, then we can insure that they are
21 part of the recovery process as well.

22 We had to empower not only the trainers
23 but the individuals to be able to
24 participate. Emphasize knowledge about local
25 resources. A lot of the individuals who came

1 to your training provided us with an
2 extensive list of additional resources that
3 we had not even tapped into yet. It also
4 needs to be specific to the circumstances of
5 the individual in the classroom. Again, goes
6 back to that local level, it is not cost
7 effective to put together five different
8 curriculums based on the differing
9 communication. And then you also train to a
10 participants level of ability.

11 In one my very first classes that I had
12 at a local level, I had the most wonderful
13 woman, she was 95 years old, quick as a whip,
14 she said honey, I do not do blood. I know
15 everybody in this community but do I not do
16 blood. And I was told that I could not take
17 this course. I said, you know, ma'am, you
18 can. We have a role for you. During the
19 class, we would like you to do this part, but
20 when it comes to the blood and the mule
21 adjacent during the training, you will not be
22 anywhere near it.

23 She was very honest. I know a lot of
24 people who do not like to be in confined
25 spaces. We would like them to know the

1 search and rescue techniques, but they don't
2 have to be on the search and rescue team.

3 We wanted to empower the individuals,
4 everyone knows what their level of ability
5 is. And I don't care who rescues me, I just
6 want to be rescued.

7 She we were starting this, we had focus
8 groups, we went out to the community and said
9 do you think in he have receipt, there's an
10 ad everyone advertise church, it's a deaf
11 church, deaf and hard of hearing, but it's a
12 blend of people with a variety of skills, not
13 everyone in that church knows ASL. Not
14 everyone has the technology to be able to
15 have AM, FM system. But everyone in that
16 church wore ships together. So we brought
17 those individuals to us and said okay
18 leadership of the church, we need your skills
19 and exert tease to help us decide how could
20 we best provide information and train
21 individuals who are deaf blind. We have a
22 very high population in our state of deaf
23 blind individuals which, require a very
24 specific type of interpreter and some very
25 specific needs.

1 But there were no materials available
2 to address that issue.

3 Again, we utilized subject matter
4 experts, I'm going to tell on my fire
5 department, I just absolutely love this one
6 fire department, they have been very, very
7 helpful. But she we went to them and said
8 okay, we are going to hold this course, I
9 need to you tell me the best methodology for
10 teaching an individual who has a site
11 impairment how to put out a fire. Two weeks
12 later nothing, three weeks later nothing.
13 When we actually did our training we said
14 okay, we are just going to do this. We did
15 and the fire department to come because we
16 were lighting a hotel parking lot on fire.
17 And there were 40 of us in this big parking
18 lot. So we needed fire support. They came,
19 they were utterly amazed. We just gave basic
20 tips and techniques, it was the members
21 themselves and the students themselves that
22 came up with the methodology on how they as a
23 team were going to fight the fire. We gave
24 them the tools and the knowledge and based on
25 their abilities, they fought the fire.

1 The images you see here are the images
2 of a lot of our students from the actual
3 event that we had.

4 So.

5 NEW SPEAKER: Excuse me I'm low vision
6 can you tell me either the images or give a
7 couple of examples what did they come up with
8 to fight the fire.

9 MS. FRINELL-HANRAHAN: Yes I will get
10 there in just a second.

11 NEW SPEAKER: Thank you I'm dying of
12 suspense.

13 MS. FRINELL-HANRAHAN: I can tell
14 enthusiasm image. The woman in the front is
15 didn't a she actually runs or state 911 TTY
16 program. She is standing in the front with a
17 vest and a hard hat and, she is talking to
18 one of our ministers who is also deaf and,
19 they are coming up with a strategy how they
20 are going to approach the fire, communicate
21 with each other, because that's one of the
22 things, you have to community that you are
23 going in, community that you are going out,
24 that you are save and, they had to come up
25 with every rapidly, we gave them three

1 minutes, come up with a methodology on how
2 they were going to through tactile touch,
3 address the going in, going out, the fire,
4 and making sure that as a team, they new what
5 each other was doing.

6 They used ASL, both of them understood
7 ASL so they were able to do that.

8 But then when you get to another team,
9 let me see if I can find another team, when
10 we put -- I have an individual here, his name
11 is C H O W, he is with our mission for
12 individuals with visual impairment and he is
13 blind. He actually went in and through arm
14 pulls up, down and movement of the forearm he
15 was able to work with an individual who was
16 deaf to do the same type of thing. They
17 decided on what their methodology of
18 communication was going to be and it was all
19 through the forearm. When he lifted the
20 forearm up the fire extinguisher needed to go
21 up. She we put his arm down, the individual
22 who was blind was in the front, the
23 individual who was deaf was in the back.
24 Because you had to have some sort of visual
25 cue around. But the individual who was

1 blind, ciao, was able to feel the heat and he
2 was able to know through sound and those
3 types of things where the fire was. And the
4 deaf person behind him through commands in
5 his arm told him where to place the fire
6 extinguisher when they were going in the
7 forearm went forward, when they were coming
8 out the forearm went back.

9 So, they were able to through touch and
10 through dialog be able to put something
11 together.

12 We did take the interpreters out of
13 this scenario because in a real live event
14 how many people actually have the
15 availability of an interpreter 100 percent of
16 the time.

17 So, we want to make sure especially for
18 our pilot project, and our individuals new
19 that they were doing this, we were very up
20 front that was a pilot project that we were
21 trying this, but that we had fire department
22 and safety personnel, it was fabulous.

23 The methodologies that they went
24 through to be able to do this.

25 So, the coordination at the hotel, we

1 brought everyone into a hotel, the training
2 spaces, making sure we had interpreters,
3 making sure we had met everyone's specific
4 needs and then the support of the community
5 was really important.

6 Teaching methods, we had a lot of
7 hands-on training because some of these
8 individuals had not taken the CERT course
9 before and so this was a very first time
10 comprehensive course, but we also wants them
11 to be part of a speakers bur owe, so we gave
12 them tools and techniques on instruction.
13 Utilizing descriptive language in our dialog
14 and then in our DVD, we were not able to do
15 second track audio because of dollar
16 limitations. But it's open captioned, and we
17 have done descriptive video, we went back and
18 revise it had twice to make sure that we have
19 very descriptive video in our new DVD,
20 prepare ins, none structural mitigation are
21 the two components of that.

22 In our original review of the
23 curriculum, we took a look at the images and
24 the images in the book for those of you who
25 have taken the course, you know that they are

1 small, there's ultimate images on a page, you
2 will have an image of the gas meter, it will
3 have your on and offer down in the lower
4 right or left corner that is about an inch
5 tall that tells you which direction things
6 go.

7 Below that you have the electrical shut
8 office it shows two or three different types
9 of pan else. And then for the medical piece
10 you have images of kind of shadow figures
11 that have just upright and standing and don't
12 look like anybody, I know. I don't know
13 anyone that you know walks around in a dress
14 with her feet together all the time.

15 You know. And the women's hardhats I
16 can't decide if they are supposed to be like
17 the little pill box hats. I haven't quite
18 figured out who design these images. Really
19 tiny, not very descriptive.

20 We had a problem with images, trying to
21 find images of individuals who look different
22 than the stick people.

23 And so we went to a string bean
24 approach. We multicoloured them it was
25 really funny, in our training we had a

1 variety of individuals, and we had -- where
2 is my string bean. There's a one that kind
3 of has a pot belly and the pregnant woman
4 said oh, that looks like me X. one of the men
5 said oh, that looks like me.

6 Well, you know, a couple beers later
7 and it did, it looked like both of them.

8 So, we were really trying to approach
9 it, you know, and I don't know very many
10 green people, but, you know, it kind of
11 engages individuals and it gave us the
12 flexibility to make the images look more like
13 our community.

14 We did have service animals in the
15 training. They participated and were active
16 members of the training. It was interesting
17 to watch. One was a sheltie and one was a
18 white lab or yellow lab, and they were
19 fabulous additions to the class & the
20 dynamics that that create for everyone was
21 wonderful.

22 Engaging the students, what we did is
23 there was a group of students, we had 40, and
24 then we had all of the team that designed the
25 course. And we had to watch because this was

1 the very first time we did this, for people
2 disengaging. What we noticed is that during
3 certain parts of the dialog, or as part of
4 the course, just like this woman said, we
5 were talking about an image and yet with her
6 varying abilities, it wasn't hitting. And
7 you can watch individuals disengage during
8 your training.

9 So, what we did is we started
10 developing methodologies on how we were going
11 to address those types of issues. The one
12 thing that I have to say about this course is
13 for the fact that it was so extraordinary
14 because testify the first time that people
15 have put it in, it was so ordinary. And
16 that's one of those things, you had a group
17 in the back, the chatty cath east, sitting
18 back there and we could see them, and we said
19 you know you guys you need to pay attention,
20 they are like what, we are not talking.

21 You are using ASL, we can see you.

22 You know. And then we have the guy
23 over here going what about my apartment, how
24 are you going to evacuate my apartment. I
25 live on the fifth floor in my apartment, how

1 you going to evacuate my apartment.

2 I mean, we all have those individuals
3 in our training. so it was one of those
4 things. We had federal observers, we had
5 state observers, we had people coming and
6 going. But, for all in all, for as
7 extraordinary and as much attention as this
8 course got, it was so every ordinary.

9 One of the things that we did is during
10 the disaster medical component, there's the
11 discussion of the blanket carry. They were
12 ding a demonstration of the blanket carry and
13 the difficulty we had is that it was visual
14 and hands on. Ciao was sitting in the front,
15 we watched him disengage, you know, normally
16 he is really alert, those types of things, so
17 what we did is one of our instructor went
18 over, took his hand and a piece of paper,
19 wrapped and this is I have an image of this
20 of patty gene going over to his hand, laying
21 it down, saying this is the victim, and then
22 taking the piece of paper, wrapping it around
23 his hand to show where the blanket would be
24 and doing it in a tactile manner.

25 So, next time one of the tips and

1 techniques is -- and we debriefed after each
2 of these sessions. He said I wish I had been
3 the victim. Well, unfortunately Dave, who I
4 just absolutely love, was in his motor riced
5 scooter, through himself out on the floor and
6 said I'm the victim. So you know, when you
7 have that type of enthusiasm axe, you just
8 don't stifle that.

9 You were like all right Dave come on
10 down. So, as he hit the floor, you know, we
11 probably shove done it twice, we probably
12 shove aloud ciao to actually be the virtual
13 complainant. But through this tactile
14 learning that he was able to do and that
15 exchange, we were able to meet his needs and
16 he understood what we were doing.

17 We did change the head to toe triage.
18 And did ask him to be the victim so that he
19 could feel how you did a head to toe triage.

20 Well, come to find out he's an
21 acupuncturist. So, all right, we probably
22 could have used one of our other individuals
23 who was blind, but, you know, he was excite
24 to be able to be the model for the day.

25 The other thing that we did is through

1 this practice, patty gene is a voluptuous
2 woman, fabulous, well, when had a young woman
3 from the Seattle area, buck five what, I
4 swear, navy a buck five. That's who they
5 decided to do the chair lift with. Let's see
6 how we can lift her as a team. Patty gene
7 stood up and said you know what, have you to
8 rescue me, too. So patty gene sat in the
9 chair and we talked about how you would save
10 patty gene.

11 And so we went through that whole
12 process as well. So that we were really
13 giving a variety of individuals and we found
14 that with patty gene, the same methods
15 worked. They talked it through, they needed
16 a few more people, but they decided on how
17 best to carry patty gene, not just ciao, the
18 other ciao.

19 What we decided through discussion with
20 our committee is that instead of talking
21 about if you have an individual who has a
22 mobility issue, this is how you train
23 individuals who use wheel devices. We did
24 not do that. We went into learning styles
25 and that's part of the new introduction.

1 Everyone learns in a very specific way.

2 You are either a visual, verbal
3 learner, visual nonverbal, tactile,
4 kinesthetic learner or audio, auditory verbal
5 learning.

6 So, this is how we meet the class.

7 It's not the fact that I as a student,
8 I need to read it, write it, say it, and
9 absorb it. That's how I learn. I use all of
10 my senses and if I cannot talk with my hands,
11 it doesn't work. As you can tell.

12 I'm very motion oriented, movement
13 oriented person. But, we have in our course,
14 we had an individual who really was a visual
15 learner. We had to make sure that the layout
16 of the book, the layout of the slides,
17 everything met his needs.

18 So, the pictures are full page. They
19 are very descriptive at the bottom. When we
20 talk about an alluvial wound, we talk about
21 the skin being like an envelope flapping. We
22 give several different descriptions of a
23 wound. We also made sure that all of our
24 individuals who used readers, either on their
25 computer or table top readers, could download

1 the documents ahead of time and keep up with
2 us on their technology, based on their
3 technology.

4 The nice thing about this project is
5 that we were able to take our interpreters
6 from day one all the way through so that they
7 already knew the acronyms, they already knew
8 incident command structure, those types of
9 things so that if the audience did not seem
10 to be getting a concept, they were able to
11 say it in a different type of language. One
12 of the examples, one of our structures used
13 patty gene is very, very musical. And so
14 she was talking about the expanding and
15 contracting of the incident command system
16 like an accordion. Woops, I apologize, like
17 an accordion, and as you play a Polka, it gets
18 really large and you need a lot of people,
19 but when you are playing a sonata, it's
20 really much smaller movement and less people
21 would be needed.

22 Well, our individuals who were deaf and
23 hard of hearing, that music reference did not
24 mean as much to them. So, then we went into
25 the Spanish fan. How it's like a fan and so

1 we had to do not only our own special point
2 of reference, but looking at how other people
3 would look at it. And so we had to have two
4 or three different types of descriptions for
5 what it looked like. And then we also had
6 for those individuals who were tactile
7 learners, we had pieces of things like a fan,
8 you know, those types of things, that we were
9 able to bring to that audience as part of the
10 learning process.

11 Normally in the past you would announce
12 a CERT class in Washington state and people
13 would just come. Now based on this abilities
14 oriented, we are going to ask for
15 preregistration with identification of
16 specific needs that you have so that we make
17 sure that we know who our audience is better,
18 so that we are going to be able to adapt our
19 class better, instead of just ding a -- we
20 will did a broad announcement but it has to
21 be registration only so that we make sure
22 that we have the appropriate tools,
23 techniques, devices and none of this is
24 expensive.

25 I mean, to teach the blanket it was

1 just an 8 and a half by 11 piece of paper.
2 But we need to know that an individuals is
3 going to need some hands on tactile learning.

4 Or that that individual should be the
5 victim for the blanket carry just so that we
6 can adapt, our trainers can adapt their
7 courses.

8 So, we really talk about learning
9 styles, not individuals. And that's kind I
10 kind of the mind shift from saying, you know,
11 you as an individual learn this way, because
12 this is your current ability. Well, everyone
13 is only temporarily abled, so my father had
14 knee surgery and we have had to completely --
15 he had his knee replaced completely redid our
16 family disaster plan during this year and a
17 half that it's going take him to recover
18 because his mobility is very different. You
19 know, he was going to be the driver, he was
20 going to be the coordinator, it was going to
21 be he who brought the trailer, you know, all
22 of those things, he is not able to do that
23 now. So it has changed our entire families
24 disaster planning because of his knee
25 replacement.

1 And a lot of people do not take the
2 time to do that, but we had to, so it was
3 important.

4 The other thing that we really talked
5 about in developing this curriculum is not
6 only how people learn, so our manuals are
7 only print on one side, they are print on
8 buff paper so that those individuals who --
9 one of our team members has ADD. It is very
10 distracting for him to have the bleed through
11 on the back side. Well, to put the manual on
12 card stock is outrageously expensive and
13 everyone would end up with a hernia.

14 Because it's so heavy.

15 So, what we did is we had to figure out
16 a methodology, we don't have bleed through
17 and the recommendation was buff paper and
18 only one sided. Our book is a little bit
19 thicker because of that, but what we found
20 out is that this curriculum is a curb cutout.

21 A curb cutout, and you are all looking
22 at me. You know how in our neighborhoods now
23 they are doing the curb cutouts on all of our
24 sidewalks. Everybody uses them. If are you
25 can carrying a heavy load or if you are in

1 high heal shoes, venues them. And it doesn't
2 matter who it was actually developed for, or
3 why it was developed t just creates greater
4 access for everyone. And that was kind of
5 our motto throughout this whole thing, we
6 want to create a curb cutout on preparedness.
7 So that everyone can get something out of it.

8 The other thing that we learned early
9 on and had a lengthy month long discussion on
10 is what does it mean to use a wheelchair.
11 What does it mean to wear glasses. Everyone
12 has a specific need, is it a special need,
13 you know, there's a lot of ways that
14 individuals can get around. There's a lot of
15 ways that people can do things. So we
16 started to shift from special needs, because
17 what we saw is that when you said special
18 needs mobility, they said oh, 30,000
19 wheelchairs. Well, is that really what we
20 need. Is that really what an individual
21 needs. It's not special needs, it's specific
22 needs. I have a very specific need. I'm a
23 single mom. I have to have a disaster plan
24 for my daughter because of the role in my
25 community that I play. I have to know that

1 she's okay or I am not going to function and
2 operate.

3 I also have very bad niece, I cannot
4 lift, so I have to have mechanisms by which I
5 can move objects and things without strange
6 my niece, because I will end up in the
7 hospital.

8 Everyone has a specific need. So once
9 we got out of lumping people into special
10 needs categories, then we start talking about
11 social location. How many of you know about
12 social location?

13 Social location is when you have three
14 women who are 85 sitting on a park bench, do
15 you treat them exactly the same. Well, one
16 woman may be a retired professor who is down
17 in your community in her vacation home. The
18 other woman is comfortably retired and is
19 down here, you know, she has moved here, this
20 is her home now, she has a comfortable means
21 and then the other person is living month to
22 month on her Social Security check.

23 Instead of lumping them all into the 85
24 year old female special needs category, you
25 have to look at everyone's specific location.

1 Because the one in the for end of the bench
2 is going to pack up her things and go to her
3 primary home. The one in the middle has
4 family, she has extended family, places to go
5 and the means to get there.

6 The third individual is the individual
7 who needs to have potentially some additional
8 help, needs to have access to FEMA and needs
9 to be able to get into resources to help her
10 recover from this event.

11 So, instead of looking at each
12 individual as a category, we look at their
13 social location and their abilities and their
14 specific needs.

15 And give them the tools through the 20
16 hour training of fire suppression, disaster
17 medical, evacuation, planning, preparedness,
18 we don't call them 72 hour kits in
19 Washington, they are preparedness kits.
20 Because we have some areas that when the
21 power guess out it's out for two weeks. So
22 they need to have a preparedness kit for
23 three weeks. We have other areas that get
24 snowed in for, you know a month. Those
25 individuals need to have the 20 below kit.

1 Because they already know how to survive for
2 a month or more. But what happens when their
3 again rare, when it gets to be 20 below and
4 the gasoline freezes. So we are kind of
5 trying to get into that methodology and
6 changing our culture, one individual at a
7 time, about talking about specific needs,
8 about your social location, my father's
9 social location has changed. He was a hiker
10 are a biker, you know, a camper, all of these
11 things. But right now he's struggling
12 through this knee surgery, he does not have
13 the mobility he had, he is not going to be
14 the resource we had, he's going to need us,
15 we were really relying on him, but for this
16 time being, his social location has changed
17 from our focal point and the paternal point
18 of contact for all of us, to actually needing
19 our assistance.

20 So, our entire dynamic has changed
21 because his social location changed. He's
22 the same individual, he has the same skills,
23 he has the vast knowledge, he's retired
24 military, retired law enforcement, so, he has
25 value, we love him to death and he's going to

1 be the backbone, but because of his mobility
2 issue change and the things he can do, his
3 social location has changed.

4 And so what we are trying to do is look
5 at the local community and what is there
6 ability when you have -- one of our
7 communities the emergency manager is part
8 time and he's a part-time farmer. So if you
9 don't see him in the office, he's out plowing
10 his wheat fields or those types of things.
11 We are trying to give him the tools and
12 techniques to engage his community to help
13 themselves because we know that he as the
14 loan emergency manager for this county of
15 about five, six thousand people, is
16 overwhelmed already. And the thing is she
17 sits next to our fourth largest, fifth
18 largest city and so when people evacuate from
19 the west side, they are going to come into
20 his community. People have summer houses out
21 there, they have resort houses out there, we
22 need to create an infrastructure that allows
23 him.

24 So, by talking about specific needs,
25 ask about individuals social location, and

1 teaching them to their abilities, what we
2 have provided and successfully, I think, is a
3 tool, 20 hour curriculum that gives
4 individuals the opportunity to prepare
5 themselves, start the dialog with their
6 neighbors about community planning,
7 neighborhood planning, and then on the flip
8 side when they are at the Safeway and they
9 have their motor riced wheelchair, they are
10 going to be able to help people evacuate.
11 They are going to be able to have the skills
12 and techniques to help individuals out.

13 Old manual, again, we had to change the
14 design. You have to make sure that it makes
15 sense, that everything is labeled, the old
16 manual was straight left marriage I be,
17 different.

18 Margin, different bulge et cetera and
19 no outlining whatsoever, pictures were not
20 numbered, there was no description, and you
21 had multiple pictures on the same page.

22 What we had to do is do an outlined
23 format because that's what our readers had
24 asked for. Indented text, pictures all
25 labeled, numbered, described, page labeling

1 so the actual document looks very different.

2 Funding, there is funding currently for
3 CERT. Also not a lot. We were able to
4 deliver a pilot course, again, this is a para
5 dime shift a little bit from lumping
6 individuals. This gentleman in the front is
7 a paratrooper, he is also a recumbent bike
8 racer. This is the man I want to save me.
9 His name is Ernie, he's from our community.
10 Anna mazing man. He has incredible upper
11 body strength. And he's actually part of our
12 search and rescue team. He uses a wheelchair
13 that is especially designed for him. The
14 thing that he came in and was very up front
15 with is please do not help me. If you help
16 me with this chair, I will tip over.

17 Because it's designed for his upper
18 body strength. I mean, he is utterly
19 amazing. And this is the other little ciao,
20 fabulous young woman, you wouldn't know it,
21 but she's an expert karate, she did karate,
22 and I think she's like a fifth level black
23 belt or something. So even though she waste
24 105. She has incredible strength ask all of
25 those things. So what we did is we had to

1 take assumptions out of our dialog and here
2 in this picture they are wear their heart
3 hats, Ernie is in the lead, ciao is in the
4 black, she has her flashlight, this is
5 actually our disaster simulation. We had a
6 room about this space ask we tore it to bits.
7 We brought in big huge four foot laundry
8 bins, we tipped it over, and then they had to
9 go in and do -- they had to establish their
10 team, they had to put together incident
11 command, go in, do an assessment, search and
12 rescue, triage, excavate everybody, evacuate
13 everybody, well, some they did, and my little
14 friend Dean owe, he was amazing. He was -- I
15 just love him. This was just so exciting.
16 We tipped over one of those big huge four
17 foot laundry bins and when stuck him
18 underneath and put debris in front of him.
19 Well, he's deaf. He is sitting there
20 pounding like this, you know, because that
21 was one of the instructions. Is that when
22 you three things, pound, stomp, flashlight,
23 all of those things to get an individuals
24 attention. So he is pounding and pounding,
25 and ultimately the search and rescue team

1 came in. Well, there was a at the bottom of
2 this big huge laundry bin, there was a fabric
3 strap that was bolted to the bottom, he stuck
4 his arm through it. He want to test them to
5 see how they would communicate with him to
6 get him out.

7 It's a test. You are going to have
8 those reality things. So we had people
9 crawling in there with him, comforting him,
10 doing all of those disaster psychology
11 techniques that we told him. To help
12 excavate him out of this. He was just having
13 a ball. He was just having a great time.

14 They successfully removed him and then
15 I don't know if I have a picture of him.
16 This little gentleman right here in he's in a
17 fully out fitted incredibly speedy mobile
18 wheelchair. He has cerebral palsy he's a
19 senior in high school out of Colorado and
20 they asked if he could participate. He had
21 gone through the CERT training and Colorado
22 and want to come to this core because they
23 try to adapt it for him and those types of
24 things.

25 So, he came to our course and

1 participated. He physically was not able to
2 put out the fire, but boy did he give
3 commands. He told the individual what to do,
4 he instructed them, and he was able to do
5 that.

6 Well, he was actually our runner. We
7 load him down with medical supplies, he would
8 go. When they extricate the walking wounded
9 they put her hand on the back of his
10 wheelchair and he drug them back. He
11 actually pulled another wheelchair Ernie in
12 his wheelchair hung onto the back ask pulled
13 him. This little kid was all over the place.
14 His name is Tim crab tree. He is wonderful.
15 He is an excellent, advocate. He understands
16 the incident command structure. He was a
17 great liaison between the medical facility
18 and where our incident command station was.
19 Because you don't want the two too close so
20 our medical facility was in one part of the
21 hotel and he ran back and forth and was a
22 liaison and a facilitator for the movement of
23 information and people.

24 Both of our incident commanders were
25 blind. They were the ones -- cliff is the

1 gentleman who led team alpha and Kevin was
2 the team that led team Z U L U. Excellent
3 leadership. He Kevin is actually an amateur
4 radio operator in one of the emergency
5 operation centers ask want to get CERT
6 trained so that he could make it to the
7 emergency operations center. So he wanted to
8 come ask get the skills ask techniques and
9 actually ended up leading the second team.

10 Now, we were really mean, I have to
11 tell you. Team Alpha went first and they sat
12 up, we gave them 20 minutes to put all of
13 their command and control together. They had
14 to organize and get set up. We hid everybody
15 else in the other room. They all had victim
16 cards. We hid them underneath, we had the
17 recess Annie who always had electrical wires
18 wrapped around her somehow.

19 So, team Alpha went first and we had 12
20 individuals hidden with various wounds that
21 had to be addressed in this space. Dark, we
22 blacked out all the exit signs, I mean it was
23 pitch black in this space. And we took the
24 interpreters away. We had interpreters pre
25 positioned in the room in case there was for

1 safety reasons. But the interpreters being
2 not play with us. Within an hour team alpha
3 was able to set up their incident command, go
4 in, do a perimeter check and they were able
5 to find triage, extricate and medically treat
6 all 12 individuals. Blind, deaf, mobility
7 issues, and then some other individuals who
8 were observers.

9 NEW SPEAKER: How did they do that.

10 MS. FRINELL-HANRAHAN: How did they do
11 that.

12 NEW SPEAKER: What things did they
13 device so that they could do it.

14 MS. FRINELL-HANRAHAN: Well, we had
15 been together for a week in this training.
16 So they had gone through a whole series of
17 courses. It's a 20 hour course. So this was
18 the morning of the fifth day. We did it over
19 four days. You were saying it's an intense
20 training. It is. But, what you see is
21 communities are doing it like maybe two
22 Saturdays or they are doing it two hours each
23 week for a month or maybe they do it
24 quarterly, so it's not a whole -- we did a
25 whole week because we were just slammed with

1 time. Ask we did not want to lose this focus
2 group. I mean, they were such an incredible
3 group of individuals who came forth and said,
4 yeah, I will be your guinea pig. I mean,
5 that's big.

6 NEW SPEAKER: I actually did go through
7 a training course, the 20 hours in Montgomery
8 County and it was because it was spread out,
9 there wasn't that kind of bonding and people
10 talking to each other, they come ask they go.
11 It was only at the end when we did the search
12 and rescue that people actually began to feel
13 lick a team.

14 MS. FRINELL-HANRAHAN: Yes. I'm sorry,
15 your name.

16 NEW SPEAKER: Lise.

17 MS. FRINELL-HANRAHAN: What Lise was
18 saying was that the difference between this
19 pilot training program and the course that
20 she went through, the CERT training is that
21 because we were able to do it focused for a
22 week versus her course that occurred over a
23 period of time, there probably was not the
24 opportunity excuse me, for the comradery that
25 we were able to develop in this course.

1 And that is an issue. And what we have
2 done because our communities condition afford
3 to do this. Most people cannot take a week
4 out. Is what we have done is we have started
5 dialog and chat groups within the training so
6 that he can talk about it. And then give
7 them opportunities outside of course to ask
8 questions and engage to keep that dialog
9 going, questions, and then we review and then
10 always throughout this entire thing you do
11 team building type activities. Know building
12 the ladder, it's puzzle pieces and talking
13 about various abilities. So you get to know
14 people in your group better.

15 And learn what everybody's bringing to
16 the table.

17 So, we have tried to design it knowing
18 that people can't do this type of week
19 longing and trying to create more engaging
20 during that time that you do have them.

21 Ask because it's not so wonder bred and
22 it's more abilities oriented whole wheat
23 type, you know, with the nuts and the bolts
24 and the wheat Berry's in it, we have really
25 tried to address some of those issues because

1 again it's -- I as the state coordinator only
2 do the state level training. So I train the
3 trainers. But it's when they get down to the
4 local level and they have to train their
5 individuals that that's where the rubber
6 meets the road and that's where we have to
7 have a successful stain able program.

8 And then.

9 Sustainable program.

10 And then again we out of this group we
11 are beg to tap into these individuals to be
12 part of a speakers bureau to really show the
13 first responder community and train them
14 better on abilities getting them into looking
15 at specific needs, social location, not at a
16 culture or a community group as a whole.

17 This is, again, another picture of two
18 individuals, they both use manual
19 wheelchairs, he had in the front actually has
20 only uses wheelchairs for long distances, but
21 we really want to try this out, so, again,
22 they were our guinea pigs. What we have is
23 he had in the front, he's holding the fire
24 extinguisher between his niece and like I was
25 telling you, the gentleman in the back is the

1 recumbent racer and the ex paratrooper and he
2 is pushing both of their chairs forward to
3 the fire, they are in constant dialog. And
4 then they approach the fire, put the fire
5 out, and then both wheeled themselves back.
6 Through dialog, they had three minutes to
7 figure out how they were going to do this.

8 I mean, we really put a lot of pressure
9 on these individuals because in a real
10 disaster you are not going to have a lot of
11 time. You know, if there's a fire in your
12 home you want to be able to come up with a
13 solution.

14 And the catch and I will let my fire
15 department off the hook, is I did not tell
16 them that we were going to train people in
17 teams for fire suppression. They were
18 thinking about the one individual trying to
19 figure out how one individual would do it.

20 Well, so I really need to let them off
21 the hook, because, again, CERT always talks
22 about personal responsibility, personal
23 preparedness, community, neighborhood
24 preparedness so you know what your resources
25 are, but you never attempt fire suppression

1 or search and rescue or cribbing or any of
2 those alone. And so taking it from the
3 individual to the team and then into your
4 individual teams and then into your community
5 teams.

6 And sometimes that's a little different
7 than what some communities are doing in the
8 CERT training.

9 In Washington state we want everyone
10 trained in CERT and then the teams can be
11 developed after that specific response teams
12 can be trained after that. I know some
13 communities are only training teams and those
14 are designate teams. But, because of the
15 varying abilities and because we wanted a
16 good comprehensive preparedness course, we
17 are just training anybody and everybody and
18 then based on where you are, and what your
19 resources are is your response in your team.

20 So, like for me I'm CERT trained, my
21 team is actually in McCleary, I work in
22 Olympia, and I shop on the west side.

23 So, depending on where I am and what my
24 resources are I can be on five different
25 teams.

1 But, if everyone is trained, then no
2 matter where I am, I can pull a group of
3 individuals together ask we can address fire
4 suppression, search and rescue, disaster,
5 medical all of those components. So, it's
6 really important for us to have this cadre of
7 speakers who are going to be willing to go
8 around with us and be part of the training
9 because we want to give it credibility, we
10 want to be able to give it a foot hold in the
11 community. And to be able to do Outreach to
12 those communities that maybe emergency
13 management has not been as successful as they
14 need to in touching ask reaching out to. And
15 dialoguing with.

16 So, giving not only our speakers
17 bureau, but emergency management a team of
18 people to help out to give it some legs.

19 This is our team. There were 40 of us.
20 Again, we have individuals with mobility,
21 deaf ask hard of hearing, some individuals
22 with different mental disabilities, and then
23 our trainers and our whole group. So, it was
24 a fabulous training. And what we really came
25 away with was a curriculum that is cleaner,

1 it's comprehensive, it has varying learning
2 types, and so nowhere in there do you see
3 blind people do it this way, you know, or if
4 you have in a wheelchair tell people how to
5 get you out, none of that. Some of that
6 rhetoric that had been coming down about
7 okay, if you have an individual who is blind,
8 this is what they need. We really got away
9 from that and went to a very broad approach
10 because we figured that even with the manuals
11 to address the ADD individual in our group,
12 helped everyone. Because when you open up
13 the book you now have a blank page to write
14 notes.

15 And then on the readers, the way with
16 all the discrepancy active language and
17 everything, they were actually giving us
18 examples of other ways to do that.

19 Now, we cannot write them in because
20 the book would weigh 180 pounds. But, what
21 we have done is in the structures.

22 Instructors manual is really talked
23 about engaging everyone to talk about their
24 abilities through the different lessons and
25 methodologies.

1 MS. FRINELL-HANRAHAN: I take
2 Questions, comments. Right down here in the
3 front.

4 MS. JUNE KAILES: Very impressive.

5 MS. FRINELL-HANRAHAN: Thank you.

6 MS. JUNE KAILES: Will this be
7 available to others, for example, on the net,
8 will you be posting it, and, two, have you
9 thought about actually tweaking any of the
10 lessons within CERT to be a little more
11 inclusive of people with a diversity of
12 disabilities and limitation ins terms of the
13 actual lessons themselves, so there's a
14 little disability type content within the
15 actual pieces that you are teaching.

16 NEW SPEAKER: Most of the CERT manuals
17 that you sent us with the structure guide is
18 including on the CD that was in everybody's
19 packet. So you have that basically to start
20 with. Okay. Basically what we -- okay, here
21 is my big huge disclaimer, okay. You all are
22 going to they're right here first.

23 This is a federal program. I don't
24 know how many of you have tried to work with
25 the office of domestic preparedness and the

1 national citizen Corp program related to
2 curriculum, but I was -- this was a federal
3 grant. Therefore, it is in the public
4 domain. But, it is currently not OD P
5 blessed. Now the question is do we actually
6 need to get it OD P blessed because it's the
7 CERT curriculum.

8 NEW SPEAKER: What did OD P mean.

9 MS. FRINELL-HANRAHAN: Office of
10 domestic preparedness. So here is how we are
11 doing in it in Washington. It's the CERT
12 curriculum. Same chapters, same layout, same
13 everything, other than we took the terrorism
14 chapter and included it in an all hazards
15 chapter. Same terrorism type information,
16 but we just moved it in, it's a hazard, you
17 need to address it with all the rest of your
18 hazards and HS P D 8, which is the
19 presidential directive number 8 that says all
20 hazards, we address that.

21 We have adopt it in Washington state as
22 our new curriculum.

23 And we have cross walked it, everything
24 matches, we have approval to do that.

25 I am willing to give it to anyone that

1 wants it. I have a DVD, I have the DVD here
2 for you, a copy of it for Virginia and you
3 can make copies of it, it's in the public
4 domain and then I also have the structures
5 manual, the power points and I'm willing to
6 give it to anyone that would like it E you
7 just need to work through your own internal
8 process, the hope is and I'm working with the
9 new CERT federal garu, Jackie, to get this as
10 on option you can do this old CERT curriculum
11 or you can do the abilities oriented CERT, I
12 don't know how it's going to look federal
13 level. But, again, Washington state is
14 willing to share everything and as soon as I
15 get all of my trainers stuff on this new
16 curriculum, that will come out as well.

17 MS. SIMMONS: Karin, I wanted to say
18 that I know you had a bad trip here, but if
19 we fly Karin directly to Washington the next
20 time, I'm hoping that in the future we might
21 get her out here to do a longer couple day
22 session, train the trainer, and pull a lot of
23 partners in.

24 MS. FRINELL-HANRAHAN: Okay. Part two
25 of your question is that the second part was

1 is there more dialog about individuals with
2 disabilities specifically.

3 MS. JUNE KAILES: Within the content,
4 within the actual lessons.

5 MS. FRINELL-HANRAHAN: Within the
6 actual lessons. No. Because what we found
7 is that when we briefed the pieces and when
8 people came in with assumptions, looking at
9 you and came in with assumptions based on
10 your assistance devices of what you could and
11 couldn't do, that it did a disserve not only
12 to you but it did a disservice to the course.

13 And so what we are doing as the
14 trainer, I am doing, is as part of our train
15 the trainer curriculum, the trainers are
16 getting sensitivity training, we are bringing
17 in individuals with various abilities, the
18 subject matter experts from the community to
19 come in and dialog with them about the
20 specifics of their community.

21 So, we are not putting it in the
22 textbook per se because the textbook could E
23 would be huge. But we are providing extra
24 tools ask techniques for the trainers and the
25 subject matter experts who are going to be

1 doing the course and working with the
2 students within that curriculum or within
3 that course to better serve all of the
4 populations. And, so that they interact
5 better overall. Does that kind of help. I
6 mean, it's not -- the disaster psychology
7 does give tips ask techniques, the disaster
8 communication talks about, you know, service
9 animals, it talks about interpreters, the use
10 of interpreters, all of those components. So
11 the disaster communication was written
12 especially after an incident that we -- I am
13 not sure if we actually ended up citing it,
14 because we couldn't find it. There was a
15 team, a search and rescue team that went into
16 oil refinery after an incident. And they
17 expected these employees to be able to hear
18 because before the incident they could hear.
19 After the incident, they cannot. They were
20 injured and on the ground and they mistriaged
21 them because their social location during the
22 event changed. So we do not want to make an
23 assumption this that because you can hear
24 today that after the event, or that you -- I
25 mean, disasters effect everyone differently.

1 The strongest person in this room could
2 actually end up needing the most help.
3 Strongest willed, I mean everybody handles
4 disasters differently. So we -- again, this
5 team was amazing. We talked about
6 everything. We talked about this. Do we put
7 in a chapter or do we as we talk about
8 handling individuals with wounds, talk about,
9 okay, you know, this is how you lift someone
10 who has a back injury, this is how you lift
11 someone who has been -- who has spina bifida,
12 the book would have been huge and not
13 everyone who has spina bifida has the same
14 issues. They have similar issues, but
15 everybody is not classified the same.

16 We had to be clarify because this is a
17 national pilot. And because the service is
18 in Washington state and some of the things
19 that we are doing in Washington state, it's a
20 national pilot. so I also had to.

21 So it also had to fit in Virginia. So
22 it's now it's my responsibility as the
23 trainer of the trainee, train the trainers
24 training, yeah, it's my responsibility to
25 give those trainers skills and techniques to

1 be able to teach anyone in their community
2 and to be able to interact during a disaster
3 as well.

4 There's something there.

5 NEW SPEAKER: I'm sorry, to be
6 monopolizing the whole conference, but I'm
7 working, like I say with these young folks.
8 And one thing that several of mine have said
9 to them is that they have personal assistants
10 ask not always in a disaster are they going
11 to be able to have the personal assistants
12 who understands how to move them safely from
13 one location to the other. What has been
14 suggested by these young people is to have
15 cards that are laminate that are in a book
16 that would kind of give step by step
17 instructions on how to do it safely with
18 that, has any thought been given to
19 personalizing their plan for their personal
20 mobility issues.

21 MS. FRINELL-HANRAHAN: Yes. We as part
22 of the planning component, we talk about
23 that. I mean, there's some people who have
24 to have medicated -- medicate, refrigerate
25 medication that. Is a very specific need.

1 As part of their disaster plan, we talk about
2 how you do that. And then to have a laminate
3 card with those medications on it. We
4 recommend that.

5 One of the individuals in our course
6 has mobility issue and it's -- she called it
7 brittle bone, but she had a technical name
8 for that, but for the simplicity. When she
9 came into our course, we shared at the table
10 and it's an ice breaker, she said please do
11 not open the door for me. Especially if my
12 back is to it because if she falls, she could
13 shatter like 20 percent of the bones in her
14 body. She also said if I'm on the ground do,
15 not pick me up.

16 You know, there were some very specific
17 things that she shared with us that was vital
18 to that. And so what we talk about in this
19 course is that as you are setting up your
20 disaster plan, those students who have
21 this -- have these fabulous ideas, engage
22 them, please, it would be wonderful this they
23 could, but they also immediate to talk to
24 their neighbors and have a dialog and talk
25 to -- you know, and really.

1 NEW SPEAKER: I was hoping with this
2 event they will be talking with their
3 neighbors.

4 MS. FRINELL-HANRAHAN: The difficulties
5 that we have is especially when this
6 curriculum was designed is that first
7 responders did not get to the L O M APR IA T
8 A area for over a week. They had minor
9 wounds that had become infect that needed
10 hospitalization.

11 All of those things, so this is really
12 your own personal preparedness. And then how
13 you are going to work in the location -- the
14 physical location that you are, I mean, not
15 everyone sits in their office all the time,
16 not everyone sits in there at home, you know,
17 they are at their faith based organizations,
18 churches, synagogues, mosques, all of those
19 places, you are all over the place. People
20 travel, I really debated bringing my 72 hour
21 kit with me, just so that I could show you,
22 because what we have done is we have the
23 faces, the pain faces, so that you can say,
24 you know, this is how I'm feeling right now,
25 this is how I'm not feeling. Ask then we are

1 also talking about as part of our fog, which
2 is the field operations guide, that's part of
3 CERT, it's part of the national webpage type
4 thing, they have this operations guide that
5 you can stick in your 72 hour kit.

6 Well, we are talking about is putting
7 the faces and a body, a shape of a body so
8 that if for whatever reason, your social
9 location changes and, you know, or your
10 dealing with an individual who cannot
11 community, you know, you have this option of
12 a visual cue, or you can also we also teach
13 nonverbal communication.

14 So that like when we had a deaf
15 individual doing a head to toe triage of a
16 blind individual, we talked about watch
17 facial cues. Well, that was already part of
18 the deaf ask hard of hearings community, I
19 mean, they do that all the time, the
20 nonverbal communications really is important.

21 And so just watching the facial cues,
22 when you touch someone in a place that is
23 sore, you are going to know it. So we talk
24 about how you would do that because someone
25 may just be in total shock and what is their

1 appearance and what is their communicative
2 method if they are shivering, none
3 communicative, all of those things. So we
4 try and talk about all of the different
5 varying methodologies. The other thing in
6 Washington state, we are adapting this in our
7 schools. Right now it's a seventh and eighth
8 grade elective in several of our schools.
9 It's also an after school program. I am
10 working with the office of superintendent of
11 public instruction. We are going to try and
12 get this to address no child left behind
13 relate to drop out rates, engaging kids in
14 civic service through CERT. A lot short, you
15 know, you have to get all of those things in,
16 reading, writing, which all of this
17 encompasses, math, you have to do all of
18 those things. Because we would like very
19 student that goes into the junior senior high
20 school to have this type of training because
21 if they are not part of the solution, and
22 have a role in a disaster, they are going to
23 be part of the problem.

24 So, we adapt this so this goes from
25 youth through, we figure 125, addressing the

1 needs especially like in disaster psychology
2 of about 125, 130, we are okay, and then
3 across the board with various learning
4 styles.

5 MS. SIMMONS: Karin is I have two more
6 questions.

7 MS. FRINELL-HANRAHAN: Sorry.

8 MS. SIMMONS: No, that's wonderful.

9 NEW SPEAKER: I just like to know if
10 you have worked with administrators of
11 nursing facilities and assisted living
12 facilities, if you have, do you plan to, and
13 if you have presented this to the
14 administrators, what has been their response.

15 MS. FRINELL-HANRAHAN: Okay. In
16 Washington state, my office, I'm an office of
17 one for the six programs. So, what I do is I
18 design and address statewide issues, like
19 liability and medical malpractice, licensing,
20 credentialing and bigger projects -- woops,
21 big projects like train the trainers, this
22 type of thing. And then at the local level,
23 what we do is we are creating a critical
24 infrastructure of dialog because we would
25 like to see not only the facilitators and the

1 staff trained, but we would also like to give
2 tools ask techniques and preparedness to the
3 families of the individuals and then the
4 individuals in the nursing homes themselves
5 up to their ability to be able to address
6 their own needs during a disaster.

7 So, we are slowly starting that in
8 Washington state. The Department of Health
9 and Social Services has required all of our
10 nursing homes to have a disaster plan. They
11 have to have an evacuation plan, a
12 notification plan, and their staff have to be
13 trained.

14 Now, the question is what is their
15 staffing pattern. And right now that's one
16 of the big questions. How many people do
17 they actually have on at night to be able to
18 execute their disaster plan. So, what we are
19 talking about is training the neighborhood
20 around that nursing home and making sure that
21 they also have knowledge and skills and
22 training to be able to support that nursing
23 home.

24 One of our hospitals is doing a CERT
25 program for all of the homes in like a one

1 mile radius. They are bringing all of those
2 people into the hospital because they know
3 they are going to need volunteers in time of
4 disaster.

5 So, they are going to train their
6 neighborhood, the hospital is doing this so
7 that they have resources.

8 So, it's slowly growing. I mean,
9 really and truly, this was desperately needed
10 in Washington state. One of our communities
11 has 129 languages spoken. And so now our
12 next step is to work on how to get this
13 translated, I don't know that we are going to
14 be able to do all 129, but we are going to be
15 able to hit a major majority of those. And
16 we are trying to develop, I'm trying to
17 develop at the state level so that the locals
18 don't have to do that so that the locals can
19 do the Outreach that you are talking about.

20 And it's been pretty success there was
21 another question.

22 NEW SPEAKER: How is the local fire
23 departments accepting this, as far as a
24 resource.

25 MS. FRINELL-HANRAHAN: On the CERT side

1 the current CERT side fabulously. They are
2 really supportive. We are having a little
3 bit of issue about over time pay. So, we
4 will be working with the unions to dialog the
5 fact that we need to expand, because fire
6 departments are only able to do one or two
7 classes. We have waiting lists of over like
8 125, 130 people right now in some of our
9 communities waiting for this.

10 So, we are going to try ask give them
11 it the resources either through fire Corp or
12 one of our other programs to be able to
13 expand their program. This -- it was great
14 because we had tapped the fire department to
15 ask them to help us with the curriculum. And
16 they couldn't do it. So we invite them to
17 the event to see it. And participate in the
18 fire suppression. They are now going back
19 and talking to their neighbors. I did invite
20 fire fighters to be part of our instruction
21 team so we have a fire department
22 representative on our speaker bureau and then
23 we also have fire department trainers who
24 train CERT who came and helped us adapt this.

25 So, we are trying to infiltrate, but

1 they are doing great on the CERT side. They
2 just don't have the capacity so now it's
3 capacity building because the demand is so
4 high.

5 MS. SIMMONS: Thank you, Karin. We
6 really appreciate your share your knowledge
7 with us and we are scheduled for a 15-minute
8 break, so...

9
10 (Applause)

11
12 (Short break taken)

13
14 MS. SIMMONS: Okay. We are going to
15 get start so we can wrap up. I want to say
16 we have certificates for those who aren't
17 staying for the next conference. Any of you
18 that are staying for the next conference, I
19 believe you -- no, you get one certificate
20 for the whole thing. But if you just are
21 here for this day and a half session, you can
22 pick up your certificate following the
23 session at the registration desk outside of
24 the die and I'm going to turn it over to
25 June. I think most of you met June yesterday

1 and she is going to be our final speak are
2 effort today and she has a little bit of
3 safety advisement to give to folks, too.

4 MS. JUNE KAILES: I was asked to
5 address tips for people with disabilities in
6 terms of their own preparedness.

7 So, it's not about what can be done for
8 us, but what we can actually do for
9 ourselves.

10 So, that's the main focus is one of the
11 things we are doing at this every moment is
12 looking around the room and making sure that
13 is an environment that we can exit in case
14 there really is a need to get out of here
15 quickly.

16 So, you will notice that right this
17 second, both skids alternative skids were
18 indeed blocked.

19 So, as you enter a room like this,
20 that's pretty overcrowded and you see that
21 there are people with mobility issues, you
22 need to be aware of multiple ways to exit our
23 environment.

24 And so that's what you see going on
25 right now. A little bit of shifting here so

1 that things are easier in case of an
2 emergency.

3 And one of the things I love about the
4 N F T A, the National Fire Protection
5 Association, is that at the beginning of
6 every meeting, they don't say the pledge of
7 the allegiance, they don't say any prayers
8 but what they say is let's review how to exit
9 this facility. I think that's a great
10 practice.

11 So, tips for people with activities
12 limitation ins terms of their own
13 preparedness.

14 I'm going to skip the introduction
15 because you heard that from me yesterday and
16 it's part of the handouts well. So I'm going
17 to focus on how we begin to determine our own
18 abilities in terms of what we can do for
19 ourselves and what we might need help with in
20 case of an emergency, talk with a lit about
21 drills, talk a bit about specific disability
22 related supplies as opposed to all of the
23 things that the Red Cross and others tell to
24 us do in terms of emergency supplies, to
25 really focus on what's in addition, or what

1 may be a little bit different. And then if
2 there's time, of course, to have a discussion
3 with you all.

4 So, again, the goal is that emergency
5 preparedness get woven into who we are, into
6 our culture, which means also the beginning
7 of a meeting, you say in case of an
8 emergency, let's review what to do.

9 So, preparedness is the key issue here.
10 Well.

11 NEW SPEAKER: What is that, June.

12 MS. JUNE KAILES: Sorry Cathy, it's a
13 little boy scout, Girl Scout type, always
14 prepared. But I think it's important to
15 remind ourselves given the scale of the
16 events that we would be experiencing or been
17 a part of or been watching over the last 12
18 months, there are also small events that we
19 all have to be prepared for and they can have
20 greater impact on sometimes people with a
21 variety of disabilities.

22 So, everything I talk about today also
23 pertains to the small events, you know, the
24 sudden power outages when your pharmacist
25 runs out of your medication, the little

1 things, as well as the big things.

2 So, sometimes we forget that
3 particularly when we are bombarded with
4 punches of these major scale events recently.
5 One of the H of the things that we have to
6 keep reminding people so that the magical
7 thinking doesn't occur is when there are
8 major events that are emergency systems are
9 over taxed. And the belief that people will
10 get to you quickly can do you a disservice in
11 terms of preparedness. And that
12 self-sufficient see is absolutely key.
13 Sometimes you have up to a week or longer,
14 particularly, you know, where I live, which
15 is earthquake country. So we never have
16 given a lot of credence to the 72 hour rule,
17 because I think as Katrina probably hit home
18 to many people, it can be a whole lot longer
19 than 72 hours that we need to be
20 self-sufficient.

21 One of the things I would like to
22 stress, it's probably you all know this
23 better than I do, but I don't know if it is
24 disaster fatigue or disaster denial that you
25 all call it in the field, but there's this

1 six month, 12 month fade away dynamic, where
2 people stop thinking about it, stop -- it
3 goes back on the back shelf. And I found
4 this headline in the paper just last week.
5 11 years after Northridge, that's the
6 Northridge earthquake, resolve fades over
7 quake safety. I mean, I think we can repeat
8 these Headlines in every community, but
9 what's most graphic for me in that in watches
10 California now for over 30 years is that
11 after major event we have all of these little
12 disaster stores that open in the shopping
13 malls and they do very well but they are
14 designed to close within six months. Because
15 they know that the business will peter out
16 within six months.

17 So, keeping this business alive for
18 people I think is our continuing challenge.

19 We -- I of course take an all event
20 approach, all hazard approach. I like this
21 quote, plan are only signs of good intentions
22 unless they degenerate into hard work.

23 So we have to keep our ducks in a row.
24 And the threat of all kinds of emergencies
25 are always with us.

1 So, plans, plans are key for everyone,
2 and Karin talked about social location, and I
3 thought it men this, Karin, I thought it
4 meant where do you spend your time. People
5 spend their time all over the place, at home,
6 in their neighbor, at work, at school at
7 volunteer sites. So the plans have to
8 include all places where people spend time.

9 And people with disabilities need to
10 ask about what are the plans, they need to be
11 involved in creating the plans, reviewing the
12 plans, practicing the plan and updating them.
13 Because there are a whole lot of people who
14 assume that they have been integrated in the
15 plans, but the reality is, you know what
16 assume means, yeah, well, exactly. You know,
17 you can hope you are including, but hope is
18 not good enough. And assuming is not good
19 enough.

20 And we have also found that a lot of
21 areas have adopted boilerplate plans. They
22 have taken the recipe from elsewhere and just
23 said here is our plan. Instead of really
24 thinking what it takes. So, I loved Karin's
25 example about the assisted living facility or

1 the nursing home where they actually mobilize
2 the neighborhood, that the plan is much more
3 than just the facility itself. And I think
4 that's a very good exam of creating a support
5 team or multiple support systems in terms of
6 plans. And I will talk about that in a
7 minute.

8 So, I think it's up to us as people
9 with disabilities, where we spend time to
10 really ask to see the plans, be a part of the
11 process. And to not be excused from the
12 drills, because unless we are a part of that
13 process, we haven't really completed the
14 process well.

15 So, family plans, individual plans and
16 mitigation plans are key for everyone and
17 particularly for folks with disabilities.

18 So planning questions, kind that we
19 immediate to be asking people if you are
20 isolated for several days at home, at school,
21 at work, what specific medications, dietary
22 or emergency supplies do you need. And what
23 if you have no power or water and what
24 evacuation assistance might you need and
25 where will you get it. Who will you rely on

1 and what are your multiple back up systems.

2 Well, talk about a lot in terms of
3 people who spend their time in multi story
4 buildings, where an elevator may or may not
5 be available during the case of an
6 evacuation, how will you be able to get out
7 of the building, to really evaluate that very
8 carefully and then to make sure that those
9 resources are available to you in terms of
10 evacuation.

11 And we talk about this yesterday, you
12 know, hope is not good enough and magical
13 thinking isn't good enough in terms of
14 exiting buildings.

15 So, we really need to go through this
16 quite carefully. And that was the lawn chair
17 slide, Cathy, with the balloons, the guy
18 exiting.

19 Again, for multi story buildings, what
20 is the plan. You know, if you are unable to
21 do steps and there are probably some people
22 in this every room who you would never know
23 because it's not apparent who would be unable
24 to walk down two or three or four flights of
25 steps.

1 So, what is the plan. Is there
2 equipment available. And is the equipment
3 usable. There's some people with particular
4 kinds of limitations who can use one kind of
5 evacuation chair versus another kind.
6 Depending on their transfer abilities
7 capabilities and also depending on the
8 physical configuration of the staircases. So
9 that all has to be looked at.

10 Again, we have to insert ourselves as
11 people in terms of the decision-making
12 process, in terms what have equipment and
13 what procedures will work for us. Again,
14 it's not planning about us, but it's making
15 sure that the plans are made with us, so they
16 are realistic.

17 And it also means planning for the kind
18 of the itinerant, people who come and go, the
19 guests, the visitors who may indeed also,
20 will indeed have limitations in terms of
21 their ability to respond in an emergency.

22 Plans. Plans need to be usable. They
23 need to be in formats that are understandable
24 by people, so that not only relates to
25 alternate formats on brail, large print or

1 electronics, but it also means the level of
2 language. You know, what can be simple, what
3 can be plain, what can be understandable for
4 those people who are not -- don't speak
5 English or English is a second or third
6 language. And also reading skill level, not
7 assuming that everyone are college graduates.

8 Planning for all scenarios, shelter,
9 what about supplies what, with we have to
10 remain in the immediate area.

11 What are the exits and how many of
12 those exits are usable and how do you use
13 them all. Have you practiced using them all.

14 If are you there late at night
15 working because of whatever reason, how will
16 you get out of there if nobody is around.
17 Have you thought about this.

18 One person told me, they said yep, I
19 have thought about it and actually I
20 practiced bumming down the steps on my butt
21 to see if I could do it and to see how long
22 it would take and to see what kind of padding
23 I would need to slip on my butt so I would be
24 able to survive those concrete steps.

25 But, he, given his abilities could do

1 that, other people could not do that.

2 The message here that I always cringe
3 when I hear is this buddy system thing that I
4 think we need to wipe the concept from our
5 automatic language that we need to rethink
6 it.

7 Training one person has major
8 weaknesses, which I think you probably all
9 know what they are. You know, often a person
10 may not be there, they may be sick, you might
11 be in different locations, on and on and on.

12 So, what we like to promote is
13 establishing support teams. Support teams.
14 And that means -- oh, come on.

15 E that if everyone is trained, everyone
16 can help. And everyone knows what to do.
17 Kind of I think Karin you allude today that
18 in a couple things you said.

19 I think this is key. I think we have
20 to trash the buddy concept. We really do.
21 We have to make sure that, for example,
22 people in our neighborhood know what our
23 needs are.

24 So, like you said yesterday, the story
25 of the woman in New Orleans didn't have to

1 happen. She did not have to drown. But, she
2 needed multiple support teams available to
3 her, put in place ahead of time.

4 And they need to be available in areas
5 where we all spend a majority of our time.
6 Job, home, school, volunteer sites.

7 And we need to remind ourselves somehow
8 to keep making sure that we have trained
9 people, we have talked to people about this,
10 so quarterly remind he understand in the
11 calendar never works or however you remember
12 things.

13 And practicing is very important, too.
14 And also, being deliberate about who you
15 choose in terms of your support team so that
16 they are strong enough or that they won't
17 panic or that they can clearly community,
18 they are a good guide, whatever kind of
19 qualities that you need to look for in terms
20 of a support team.

21 The other thing that I think is very
22 key is that there are no guaranties. In all
23 our communities, many of our communities, you
24 know, the local jurisdictions say, well, why
25 don't you register so we make sure your --

1 you have priority in terms of your power
2 going back on or the fire department knows
3 where you live and those what your
4 limitations R.

5 Well, that's all said and good, but I
6 guess I question the reality of how helpful
7 it is those register industries are and they
8 do more of a disservice sometimes than a
9 service in offering a sense of false
10 security.

11 So, I would like to turn it into a
12 research project some day. But in the
13 meantime, I think the message is that we all
14 have to learn how to instantly create our own
15 support team.

16 And that means -- well, this slide is
17 out of place. Well, that means that we have
18 to master the skill of giving quick
19 information on how to best assist us. For
20 example, I was in a hotel recently and the
21 fire alarm went off. And I'm so used to that
22 happening that I don't always believe it. So
23 I called down and the clerk at the front desk
24 do nothing, she didn't even know she was a
25 fire alarm going on.

1 So it happened to be at 10:00 a.m. in
2 the morning, which is very unusual, I go in
3 the hall I see this one woman she looked at
4 me and said what should we do. I said we
5 should leave. We should get out of here.

6 So, and I said by the way, we are on
7 the fourth floor, I said, do you mind if I
8 take your arm because I can go a little
9 faster if I grab your arm. So I had to
10 create, I had to recruit this woman instantly
11 to be my support team to get the heck out of
12 there. Of course we got the heck out of
13 there and nobody knew anything and no one
14 even new the alarm had begun off, et cetera,
15 et cetera. But the message is, know what to
16 say. Know how to direct people quickly.
17 Take a communication device, I'm hard of
18 hearing, take my manual wheelchair, take my
19 oxygen, or to a firefighter, don't carry me
20 over your shoulder, I have a respiratory
21 issue and I can't breathe when I'm in that
22 position, so I need to be carried this way.

23 So, that's what I said to that poor
24 lady, I said owe just need to hang on to you,
25 I have poor balance, but I can walk these

1 steps and she look at me like okay, okay,
2 okay.

3 So, just be aware of the register
4 industries and be a little sceptical about
5 what they can and can't do. We can have that
6 discussion later, I think it would be fun,
7 but...

8 Drills are important, practice. A lot
9 of people with disabilities get excused from
10 drills. Don't let that happen to you. Don't
11 let that happen to people you are working
12 with. Unless you know this stuff and you
13 have the confidence to know you can get out,
14 then you haven't done the job.

15 So, nobody should be excused from a
16 drill because part of creating support teams
17 is knowing thousand help people and knowing
18 that a lot of people can help people and be
19 the backup.

20 And, knowing how to use the evacuation
21 devices, they are not all intuitive, they
22 take practice, and the more people that know
23 where they are, how to use them, the better
24 off everyone is.

25 The other message here, again, is that

1 not everybody can evacuation, and, you know,
2 at the world trade center we heard a lot of
3 stories of people telling us how many people
4 they were passing up in the stairwell who
5 could not keep up. But who had never thought
6 to identify themselves as somebody who would
7 need assistance during an evacuation.

8 And I think that's partly because of
9 the way we ask the questions, which is what
10 we talked about yesterday. If we ask the
11 question by saying do you have a disable,
12 will you need assistance, you won't get a
13 whole lot of people identifying. But if you
14 say things like, you know, do you have any
15 limitation that might interfere with your
16 walking or using steps. Do you have any
17 conditions that interfere with your energy,
18 with your endurance, with your stamina or,
19 you know, do you have significant allergies
20 in terms of smoke, whatever. These will give
21 you clues that things that allow people to
22 more comfortably be identify as needing
23 assistance.

24 And in this book that was in your
25 handout yesterday, this evacuation emergency

1 evacuation guide, there is some suggested
2 questions that you can ask that are not as
3 stereotyped, are not as full of hot butt ons
4 that people might indeed be more comfortable
5 answering.

6 So practicing increases confidence,
7 skills.

8 And, again, people should be encouraged
9 to several identify when they think they
10 might need specific assistance, not special,
11 specific assistance.

12 So, ability self assessments are key.
13 Are really key. By the way, just reverting
14 to a 9/11 story, in terms of what the
15 importance of practice, there was a story
16 of -- there were two secretaries, there
17 was -- a wheelchair user in the tower, one of
18 the towers, and she told the press that she
19 knew she had to evacuate and she started to
20 panic, she didn't remember the fact that
21 there was an evacuation chair under her desk.
22 Her colleagues reminded her that the chair
23 was there. And she, you know, what's that
24 about, that's a lack of drills, lack of
25 practice, lack of discussion.

1 So, and, of course, in the 9/11, we
2 heard about people with disabilities who were
3 able to escape because they had practiced,
4 there were evacuation chairs, there were
5 people who knew where they were and there were
6 other people with disabilities who hadn't
7 done the same and didn't make it out. So we
8 heard both kinds of stories.

9 Self assessment, learn what you can do
10 and what you can't do. What you might need
11 assistance with, and, you know, real briefly,
12 even basics things like smoke alarms. If you
13 can't change the battery yourself, you can't
14 remember how are you going to have it done
15 and how are you going remember that twice a
16 year thing about having it done and I don't
17 know how we are supposed to remember the ones
18 every 10 years we are supposed as to replace
19 the sucker, but I will never remember that.

20 But, emergency lighting, I think is
21 real key for some of us in terms of thinking
22 about paths of travel to evacuate to get out
23 if we need to and just basic safety, I think
24 at night. Some of these motion lights are
25 great if have you to get up in the middle of

1 the night to pee, you know, and it's dark.

2 It's just a good safety thing.

3 Karin talked about turning off the
4 water, the gas, you know, do we have the
5 strength to do it, can we physically get to
6 it if not, do we have the tool to do it and
7 can we instruct someone else to do it if need
8 be.

9 Shutting off the gas is a big issue in
10 California.

11 Are we able to operate a fire
12 extinguisher. You never know it until you
13 actually practice using it. Do you have the
14 gripping strength or maybe you need to use
15 one of the fire extinguishers that are adapt
16 a little differently that will accommodate
17 may be less strength, whatever.

18 But unless you practice, you don't know
19 if you can do it.

20 And we talked about this, I'm not going
21 to do this again. I will spare you.

22 That was the fire extinguisher slide.

23 I think we need it August met the
24 preparedness materials with specific
25 materials so that some of these things are

1 covered more specifically like what do you do
2 when you can't duck and cover and how do you
3 begin to instruct other people if you can't
4 do it yourself.

5 In terms of mitigating measures for
6 those of you who don't live in earthquake
7 country, one of the things we have to do is
8 fast end things to the walls so they don't
9 block our way out of the building or path of
10 travel or they don't come down on our heads
11 if they are behind our desk.

12 So, that's common practice in
13 California. Earthquake country.

14 Fastening water heaters to the wall,
15 refrigerators, mirrors, potted plants can
16 become flying missiles unless that little
17 hook is all the way closed.

18 I'm going backwards.

19 Emergency health information is real
20 key in terms of some people with some
21 disabilities in terms of describing, you
22 know, if you are found and you are not able
23 to community, this is a book that's available
24 on line that helps people go through the kind
25 of things they should put in an emergency

1 information sheet that should be in their
2 disaster kits and their wallet that really
3 specifically say things like I don't speak, I
4 use a communication device, but there's a
5 letter sheet in my wallet and I can point to
6 things, I can point to the alphabet and all
7 kinds of specific things that people need to
8 customize in terms of their own emergency
9 health information & this book is available
10 and I will give you the website.

11 Any ways, again, in terms of
12 assessments getting out of buildings, you
13 know, post 9/11 environment, most people do
14 not want to stay in areas of rescue
15 assistance or areas of safe refuge because
16 people with disabilities kind of you've miss
17 tickly refer to some of these areas as kind
18 of like ovens, if you really want to say they
19 say trip ovens.

20 NEW SPEAKER: Can you explain that
21 slide.

22 MS. JUNE KAILES: It's an oven. On one
23 slide there's an area of rescue assistance in
24 a swear well where wheelchair users and
25 people who cannot walk steps wait to be

1 rescued. And on the other side there's just
2 an oven, what we call a crypt oven.

3 NEW SPEAKER: And it's a crypt oven
4 because we can go there and.

5 MS. JUNE KAILES: Never be rescued.
6 There are some horrific stories of the twin
7 towers and in one book firefighters coming
8 down as they are evacuating, they were told
9 to evacuate because they thought the tower
10 was going to go down and they came down to I
11 think it was something like the 27th floor,
12 and they noticed all of these people behind a
13 glass conference window and they were like
14 what are these people doing in here. And you
15 know, the firefighter went in there and his
16 colleagues kept trying to get his attention,
17 but he wasn't listening and the guy said all
18 of you out of here now what is going on. Get
19 out of here. And only when people started to
20 get up and leave did he realize these were
21 all people with disabilities who had been
22 told to wait there, to wait for help. And
23 the book, where I read this, it is not very
24 clear about what happened, but it doesn't
25 sound good, so.

1 So, there's a lot post 9/11
2 environment, there's a lot of reasons to get
3 out of buildings, to not wait, because --
4 well, you know why.

5 Here's the website for the book, this
6 guid and the emergency health information
7 guide and the website is www.cdihp.org.
8 cdihp.org and you can click on what you want.

9 Go kits, supply kits, they should be
10 customized for people. By the way, these are
11 some of the slides are only pictures are
12 slides I use with people who have some
13 learning and understanding limitations, so
14 that it's all pictures, no words, just
15 pictures.

16 And we talk about what needs to go in
17 the supply kit.

18 And we talk about the different items
19 and here is kind of a simple picture with
20 people with learning issues, understanding
21 issues a yes and a no. The yes being we have
22 it and the no being we need it. Happy face,
23 sad face, very easy, easy stuff to use.

24 Batteries, batteries are a huge issue
25 for people who rely on all kinds of

1 equipment, Cheryl and Lise went over that
2 yesterday. But, we are talking about people
3 who use motor riced chairs, we are talking
4 about people who use respirators, who use
5 suction equipment, all kinds of things that
6 relay on power. So people need to think
7 about, well, they can use.

8 What they can use for back up and it's
9 very individualized I'm not going to begin to
10 sit up here and go through all the details,
11 because it's about talking to your vendors
12 and it's about customizing it for your own
13 needs.

14 Medication. Medication is a major
15 issue I think for a lot of people. Not just
16 people with disabilities. That's a
17 stereotype. But I think one of the things we
18 have to instruct people to do is to begin to
19 evaluate what indeed is an essential
20 medication. You know, and if you don't know
21 to review it with your doctor, look I went to
22 the doctor the other day and I said you know
23 I have been do this Katrina stuff and I just
24 want to make sure that I'm thinking about
25 this right. You know, you told me to take

1 this med, I don't think that's an essential
2 medication, do you. And she said no, you are
3 absolutely right, you could live with that
4 for months if you really had to.

5 So, but if it was a high blood pressure
6 med or if it was a diabetes relate med, not
7 so.

8 So, medication is a major issue,
9 particularly in what you carry on you because
10 you may not have anything but your little
11 emergency supplying of what you have to carry
12 on you. And if you have essential meds, then
13 they should be with you, because no matter
14 how good our planning is, those little go
15 kits may or may not be with us. We need to
16 think through the essential medications very
17 carefully and for people on Medicaid or
18 MediCal with limited prescription dosages, we
19 have to begin to teach people how to rotate
20 the meds so they don't get old, but yet you
21 always have them on you and you take them
22 before they expire.

23 We can go into that in great detail but
24 we don't have time. So medications is a key
25 issue.

1 This is just a slide that remind me to
2 tell you how important it is to work with
3 people individually into creating their own
4 system for how they can rotate their own
5 medications and think about their own supply
6 kits.

7 One of the things -- oh, that I've
8 thought about a lot is -- okay, pets. Cheryl
9 talked about that in terms of service animals
10 yesterday. I think everything she said is
11 right on, so I'm not going to review it here.
12 Other than to say I think that the whole
13 petting, for pets that are service animals
14 will probably get some increased attention
15 now that people are finally recognizing that
16 these are your furry children, and that they
17 are not going to -- people won't always
18 separate from them.

19 And what they mean is some people
20 emotionally, you know.

21 Another big issue I think for older
22 people, people like me, is if I don't have a
23 scooter and I'm forced to carry stuff, I
24 can't carry these go packs, I could never
25 carry that. But see that vest I've got on.

1 These little vests here, this is what I could
2 carry. So whatever I can fit in those 12
3 pockets or less is what I'm going to be able
4 to carry for me out of wherever I go.

5 So, I I'm thinking of equipping this
6 kind of vest with miniature items, like micro
7 flashlights, or you know when they say carry
8 your essential documents, emergency
9 documents, just put them on a little flash
10 drive, you know, I'm a techi, so just
11 thinking about making it smaller and
12 something that I can carry and navigate the
13 environment with. I think we have to be a
14 little more realistic about what we tell
15 people about their go packs.

16 NEW SPEAKER: Whose that man.

17 MS. JUNE KAILES: He's my husband.
18 He's bob.

19 NEW SPEAKER: Hi bob.

20 MS. JUNE KAILES: Okay. And then, of
21 course, in training, it's important to
22 partial lies all of this and tell people they
23 don't need to get overwhelmed by the
24 preparedness activities that they can did a
25 little bit at a time. But the important part

1 is to just start to do something, to do
2 something every day or every month.

3 And then the real challenge is how this
4 gets learned and reinforced and practiced.

5 And that's the real challenge for us
6 how do we keep reinforcing this in our own
7 lives and with the people that we work with.

8 It's -- the graphic is just a classroom
9 with people behind a computer, but the
10 message is how do people learn best and how
11 to remember this.

12 Here's another resource for some of
13 these materials, it's at my website which is
14 J I K dot-com and then you can just click on
15 disasters and get there.

16 So, the message is that the things do
17 need to be customized and thought through in
18 terms of the individual. And in terms of
19 slice, there are things that we need to think
20 through terms of individuals. For example,
21 one of the things that I need in my disaster
22 kit are heavy duty gloves because I'm a wall
23 walker, I walk with my hands and after the
24 major event that I always prepare for, an
25 earthquake, there's all kinds of junk around

1 and glass and stuff and when I'm walking with
2 my hands, they better be protected. Or if
3 I'm a wheelchair user, picking up glass in my
4 wheels, I better have some very sturdy
5 gloves. My flashlight, since I need my hands
6 to walk, I better make sure that any
7 flashlight sits on my head so I don't need to
8 be holding it. Just common sense kind of
9 things that we don't always really think
10 about in California we think about if we are
11 a person who relies on a personal assistant
12 to get out of bed, the kits that we need
13 around our beds are going to be a lot
14 different than somebody who can jump out of
15 bed to sustain us for quite a while.
16 Including a noise maker. You know how they
17 always say carry a whistle. Well, a whistle
18 for some people can use up a whole lot of
19 energy quickly. So we have to think of a
20 different kind of noise maker.

21 When I was in Japan once with their
22 very first civil rights demonstration I ever
23 did, they had these little circle with bells
24 on it. And I just took one, kept it, I
25 thought what a great disaster piece. You

1 know, I just need to shake it to let people
2 know where I am. You have got some in your
3 purse, you should demonstrate that. But
4 best, something that doesn't take energy, the
5 other thing I learned from a search and
6 rescue person is at least, you know, don't
7 start doing that right away, you know, if you
8 are trapped, save your energy until the dust
9 kind of settles before you start to make the
10 noise because you are going to have to
11 sustain it potentially for quite a while.

12 People with low vision, their disaster
13 supplies could use fluorescent tape, large
14 print or if you are blind, brail to know what
15 you have got in there and also to know when
16 it expires. For example, you know, I am no
17 cook, everything I have has to be eat able
18 immediately in my disaster kits. So when I
19 put in those energy bars, they are not date
20 when they expire. So I figure a good rule of
21 thumb is six months. So I mark them, you
22 know, like 3/06 or whatever. For people with
23 multiple chemical sensitivities and
24 significant allergies, you know, the in 95
25 rate part filter mass mask in their kits are

1 really, really important.

2 So, just to give you some ideas and in
3 this book that you can just download, there
4 are all kinds of kind of yes, no in terms of
5 your own several assessment and your own
6 supplies. And if it's.

7 It's divided up in terms of what your
8 limitation might be, whether it's site or
9 hearing or speech or deaf blind, or your
10 assisted device user or you have memory,
11 judge., learning or information and
12 understanding kinds of processing issues.

13 Just a whole lot of yes, no kinds of
14 inventory questions for to you think about
15 thousand custom mice your own preparedness.

16 So, I think I know we have got limit
17 time but can we take a few questions.

18 MS. SIMMONS: Yes, you are okay, you
19 can actually talk ah few more minutes, unless
20 you want to go to questions now.

21 MS. JUNE KAILES: I think I would
22 rather take questions and know what may be
23 got sparked on your part.

24 MS. SIMMONS: Okay.

25 NEW SPEAKER: It looks like you did a

1 fantastic job, June.

2 MS. JUNE KAILES: I just want to close
3 by reminding you of some of the stories of
4 people, you know, we read stories after
5 stories in you're community about people who
6 survived some of these catastrophic events
7 and the ones who survived are the ones who
8 really did prepare and did practice and had
9 the equipment they needed and had the support
10 teams in place that they needed.

11 And, you know, the stories are pretty
12 graphic, so, but.

13 NEW SPEAKER: Can I ask you a question,
14 June.

15 MS. JUNE KAILES: Yeah, cath re.

16 NEW SPEAKER: Do you -- I'm sorry. I
17 have such a big mouth, I will just shout off.
18 Do you think that Katrina has brought the
19 issue of disaster, disasters on the radar
20 screen any more on the radar screen for
21 people with disabilities and, my second part
22 of the question is do you think that Katrina
23 has brought -- gotten perhaps first
24 responders and other folks involved with
25 emergency preparedness and disasters to think

1 a bit more about folks with disabilities and
2 the third part of my question, I'm going to
3 have to owe you a lunch for this is do you
4 see much hope in terms of like the federal
5 involvement in terms of, I don't know,
6 congress or FEMA or the department of home
7 land security in terms of thinking about
8 folks with disabilities.

9 MS. JUNE KAILES: Gee Cathy, all in two
10 minutes, huh.

11 Katrina and people with disabilities,
12 you know, I watched those images and thought
13 to myself finally, you know, it couldn't be
14 any more graphic than this. If people don't
15 get it now, they never will.

16 So, I went out and I start talking to
17 people and I said did you see those pictures,
18 did you see those people with disabilities in
19 those pictures. And unless it was a
20 colleague who worked in the field of
21 disability, they would say what are you
22 talking about. They said I saw poverty, I
23 did not see disability. I saw poverty. I
24 said, what do you mean, it was everywhere.
25 Those people, you could see people with

1 disabilities everywhere. And so that struck
2 me. I think we all look at life through
3 different filters. And I would like to think
4 that this left a lasting impression on many
5 not only in terms of poverty issues, but
6 disability issues. But, I fear not based on
7 those responses I got. I think some people
8 will get it, some first responders, but it's
9 like any other event, you know, how long will
10 the shelf life actually be? And what will
11 the learning points be? And when will the
12 funding begin to dissipate, if it even
13 starts, you know, like I have questions about
14 some of the promises of the inter pride
15 zones, even I haven't heard a lot about those
16 lately in the government states and home land
17 security, it is my feeling that in terms of
18 real attention to disable and aging
19 population issues, that unless there is
20 somebody there who knows this information in
21 depth, knows the communities, knows the
22 networks, the federal state and local
23 networks, and has the ear of the highest
24 officials, I think I said this yesterday at
25 the state or federal level, and has the

1 authority, responsibility and resources to
2 mobilize things and, have an impact, I don't
3 know what the last thing affect of this will
4 really be.

5 And you probably all have your own
6 opinions on this, but this is mine, I worry,
7 I worry about this. I think there's, you
8 know, home land secure as an interagency
9 council on disable with a lot of
10 representatives from different agencies. In
11 being a part of some of those meetings post
12 Katrina my fear is that they are not the
13 right people at the table, they are not high
14 enough, they don't have enough authority
15 resources and responsibility to really make
16 the difference that we need. So when we talk
17 about saving lives, we are talking about
18 everyone.

19 It's my hope that FEMA gets
20 reconstructed and reelevated and returns to
21 maybe what it used to be. And it's mission
22 and, you know, focuses on the kind of
23 disasters that occur frequently and not just
24 the ones that occur Morin frequently, you
25 know what I mean.

1 So, I don't know, what do you all
2 think.

3 NEW SPEAKER: I have someone with a
4 question back here.

5 MS. JUNE KAILES: Yes.

6 NEW SPEAKER: Luther Anderson I went
7 down to Louisiana and Mississippi with the
8 Red Cross and also represented the search
9 team down there. I came in contact with some
10 disabled people down there while I was down
11 there the three weeks that I was down there
12 and I think in lieu of prior to Hurricane
13 Katrina, that we weren't really aware of the
14 disability, the people who had disabilities
15 and especially those in nursing homes until
16 what has happened down in New Orleans and
17 Mississippi and those areas, I think more
18 people are more aware now and they are going
19 to take a closer look to the disability
20 disabled people and those that are other
21 issues. I think the government is going to
22 be looking at this a great deal after what
23 has happened and that we have seen on TV. I
24 can say this that to go down and be there and
25 see this visually and not just see it on TV

1 and newspaper, it makes a big difference on
2 everybody that guess down and sees this
3 because it made a big difference on me the
4 three weeks that I was down there.

5 Thank you.

6 MS. JUNE KAILES: Thank you.

7 MS. JUNE KAILES: Yeah. I just want to
8 make a comment because I'm not a rocket
9 scientist, but -- I'm not a rocket scientist,
10 but wouldn't we be better off in the
11 community of first responders or EMTs or
12 whatever to treat every situation as a --
13 that the people involved are disabled, not --
14 I mean, not just physically disable because
15 as Karin said, depending on the disaster,
16 whoever you are dealing with maybe disabled
17 in some way. Whether it be mentally through
18 the trauma or physically through injury,
19 whatever the case. So if everybody was going
20 to the situation with the mind set that we
21 are dealing with disabled people in the first
22 place, no matter who they may be, then we
23 wouldn't have all of this issue that the
24 people up higher that you talk about having
25 the power, you know, again, we hope their

1 smart enough to realize that if they went in
2 with that mind set, that everybody would be
3 taken care of properly.

4 MS. JUNE KAILES: Yeah. I think that,
5 you know, Karin's message is when training is
6 designed differently with more of a universal
7 design approach, everybody benefits. It's
8 not special, it's not different, it's just
9 more inclusive of everybody. And I think
10 that that's one of the messages, but, the
11 other part, the other piece of the paradigm
12 or whatever it is, is that when you are
13 actually doing the responding, and you are at
14 the shelters and you are doing that recovery
15 mode, there's a lot of disability specific
16 issues that come up. That if you don't have
17 the pack ground and depth of experience in
18 terms of knowing the service network and
19 knowing where to go for what, and who to
20 mobilize, that you may be spinning wheels and
21 kind of wasting some time that somebody would
22 more expertise and experience with those
23 communities and those services could -- they
24 could activate what's needed faster because
25 they know where to go and what to do. So I

1 think, again, we talked yesterday a lot about
2 the importance of the partnership, about
3 using the people who know the stuff and
4 welcoming them in as partners in some of
5 these family assistance centers, disaster
6 assistance centers, all of things that get
7 set up during recovery mode. For people with
8 disabilities the number of people that we
9 found given the golf state event that were
10 unnecessarily forced into nursing homes
11 because they didn't get the kind of needed
12 assistance early enough to prevent some
13 deterioration that didn't need to happen
14 hedge wise.

15 So some of it are timing issues and
16 expertise issues, I think. I think that's
17 it. I think that's it.

18 That's it.

19 MS. SIMMONS: I'm switching mic because
20 we have something strapped to it. Are there
21 any more questions for June. I would like to
22 thank June for her discussion both days.

23 Thank you very much

24

25 (Applause)

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

MS. SIMMONS: Okay, I'm going to try and do this, see who how this works. We have about 15 minutes left. During this time I want to thank both June, Karin, Edwina, Jon Barton who is not here right now, Lise and Cheryl for being our structures forever the two days and Rebecca for facilitating.

I want to give you a few minutes if you have any questions to meet with them afterwards. I think that's okay with all of our structures until 12:00, so we will be around and I want to say that this was set up originally as I said at the every beginning to be the beginning of a dialog between a lot of different partners. We have had some real candid discussion, I know not everybody has agreed with all of the discussion, but I hope that we have provided some new insight that we have spurred some questions and some thoughts and most of all that we have provoked some resolve to go ahead and to plan for all abilities.

And it sounds like we have. I hope this has been a start. This certainly we are

1 not leaving here with solutions, but it's
2 just a beginning of working towards the
3 solutions. I believe that earlier today we
4 put evaluation forms in all of the tables.
5 Did you find them. On those forms as we go
6 ahead and as we work on the needs and the
7 gaps and on planning for all abilities and on
8 providing solutions or coming up with ideas,
9 please be candid filling these out. Please
10 give us ideas, tell us what you like, what
11 you did not like. We want to hear the good
12 and the bad or the bad and the good, it
13 doesn't matter in what order. And tell us
14 what you need in the future, what you would
15 like to see and we will take all of that into
16 account.

17 The guide that June was speaking of, I
18 believe I download it had onto the CD that
19 you already have. But we will review
20 everything else that we have had during the
21 session, we will place it online the at
22 www.vaemergency.com.

23 We will also e-mail the transcript and
24 post it, we will e-mail it to the list of
25 people who were registered for the

1 conference, so you will be receiving that.

2 And if you don't hear from me, if for
3 some reason your e-mail is wrong or you don't
4 have e-mail, please give us a call at 804,
5 897-6518. That's (804)897-6518 or same area
6 code, (804)897-6500 ask for the CERT office
7 or the public affairs office and we will get
8 items to you or answer questions.

9 So if you don't hear from us, please
10 remind us it will probably take a few weeks,
11 look forward to it in December sometime.
12 Holidays are coming up and I know some of us
13 are going away for a while. I for one am
14 going down to Jackson Mississippi for a week
15 and seeing my husband who is working down
16 there with FEMA right now getting to visit
17 the Gulf. So, I may have some stories to
18 bring back from there.

19 But, I want to say on behalf of Anna
20 and Sheila and Laverne and all of the people
21 in public affairs and in the citizen Corp,
22 volunteer coordination office that we really
23 appreciate you being here, we really
24 appreciate our instructors coming, the
25 distances that they came, and bringing their

1 knowledge to this meeting room. And thank
2 you, James, for letting us know about the
3 doors, I just wish you had done it yesterday.

4 So, have a safe trip home. If you are
5 staying for the rest of conference, don't
6 forget to pick up your certificate, and feel
7 free to ask any of us questions.

8 If you are staying for the conference,
9 I will see you there.

10 Thank you.

11

12 * * * * *

13

14

15

16

17

18

19

20

21

22

23

24

25

(direct) 434.293.3300
production@cavalier-reporting.com

<p>beers 53:6 beg 77:11 began 4:7 32:24 75:12 beginning 6:3 99:5 100:6 137:14,15 138:2 begins 12:2 begun 111:14 behalf 139:19 belief 101:9 believe 97:19 110:22 138:3,18 bells 126:23 belly 53:3 belt 69:23 bench 64:14 65:1 benefits 135:7 Berry's 76:24 best 4:17 46:20 47:9 57:17 110:19 125:10 127:4 better 22:17 23:8 25:24 60:17,19 76:14 77:14 86:3,5 101:23 112:23 126:2,4,6 134:10 bifida 87:11,13 big 4:24 41:21 47:17 70:7,16 71:2 75:5 82:21 93:21 94:16 101:1 116:9 123:21 129:17 134:1,3 bigger 93:20 biggest 21:12 bike 69:7 biker 66:10 billions 32:21 bin 71:2 bins 70:8,17 bit 3:10 5:11,24 6:25 7:22,23 8:9 11:22 11:22 13:23 18:5,6 26:9 35:25 62:18 69:5 96:3 98:2,25 99:21 100:1 124:25 130:1 bits 70:6 black 69:22 70:4 73:23 blacked 73:22 blames 18:15 blank 81:13 blanket 55:11,12,23 60:25 61:5 bleed 62:10,16 blend 46:12 blessed 83:5,6 blessing 26:8 blind 40:15 43:14,15</p>	<p>46:21,23 49:13,22 50:1 56:23 72:25 74:6 81:3,7 91:16 127:14 128:9 bloated 17:23 block 117:9 blocked 98:18 blood 45:14,16,20 122:5 board 35:12 39:9 93:3 boat 9:15 bob 124:18,19 body 17:21 69:11,18 89:14 91:7,7 boilerplate 103:21 bolted 71:3 bolts 39:8 76:23 bombarded 101:3 bombing 75:9 bone 89:7 bones 89:13 book 51:24 58:16 62:18 81:13,20 87:12 88:15 113:24 117:23 118:9 119:7 119:23 120:5 128:3 bottom 58:19 71:1,3 box 52:17 boy 26:4 72:2 100:13 brail 37:25 38:2 106:25 127:14 break 21:9 97:8,12 breaker 89:10 breakfast 1:7 breaking 11:6 breathe 111:21 bred 76:21 briefed 85:7 briefly 28:15 35:11 115:11 bring 26:14,15 37:20 60:9 139:18 bringing 29:9 76:15 85:16 90:20 95:1 139:25 brings 2:23 7:15 brittle 89:7 broad 39:24 60:20 81:9 broken 4:22 11:4 brought 36:9 46:16 51:1 61:21 70:7 129:18,23 buck 57:3,4 buddy 108:3,20 budget 42:10 budgets 42:11 buff 62:8,17 build 12:2</p>	<p>building 16:11 31:15 76:11,11 97:3 105:7 117:9 buildings 15:12,13 105:4,14,19 118:12 120:3 built 21:16 bulge 68:18 bumming 107:20 bur 51:11 bureau 77:12 80:17 96:22 bureaucracy 25:20 bus 12:11,12 22:12 buses 12:8,9 business 102:15,17 butt 107:20,23 114:3 buy 28:2</p> <hr/> <p style="text-align: center;">C</p> <hr/> <p>C 2:8 49:11 cadre 80:6 calendar 109:11 California 102:10 116:10 117:13 126:10 call 9:19 27:23 65:18 101:25 119:2 139:4 called 89:6 110:23 calling 9:22 camp 2:23 camper 66:10 candid 137:17 138:9 capabilities 37:19 106:7 capacity 97:2,3 captioned 51:16 card 62:12 89:3 cards 73:16 88:15 care 21:3 23:9 46:5 135:3 careful 31:23 carefully 105:8,16 122:17 carnage 8:20 Carolyn 23:19 carried 111:22 carry 55:11,12 57:17 61:5 111:19 122:9 122:11 123:23,24 123:25 124:2,4,7,12 126:17 carrying 62:25 case 10:16 73:25 98:13 99:1,20 100:7 105:5 134:19 casinos 31:10 cat 32:4 catastrophic 2:15 6:2</p>	<p>6:21 8:4,11 20:7 24:25 129:6 catch 78:14 categories 64:10 category 64:24 65:12 cath 54:17 129:15 Cathy 100:12 105:17 130:9 caught 13:17 20:12,14 caused 8:14,21 CD 82:18 138:18 cdihp.org 120:8 center 4:15 11:16 16:9 30:2,11 73:7 113:2 centers 2:9 73:5 136:5,6 cerebral 71:18 CERT 25:5 28:16 36:4 37:14,24 38:16 38:18 39:5 40:5 41:6 43:13,18 51:8 60:12 69:3 71:21 73:5 75:20 78:21 79:8,10,20 82:10,16 83:7,11 84:9,10,11 91:3 92:14 94:24 95:25 96:1,24 97:1 139:6 certain 11:10 24:18 31:16 54:3 certainly 16:20 30:2 31:3,24 137:25 certificate 97:19,22 140:6 certificates 97:16 cetera 68:18 111:14 111:15 chain-link 16:19 chair 57:5,9 69:16 105:16 106:5 114:21,22 chairs 78:2 115:4 121:3 challenge 24:1 28:17 39:17 43:17 102:18 125:3,5 chance 21:18 change 56:17 67:2 68:13 115:13 changed 61:23 66:9 66:16,20,21 67:3 86:22 changes 91:9 changing 66:6 chapter 41:13 83:14 83:15 87:7 chapters 83:12 chat 76:5</p>	<p>chatty 54:17 check 64:22 74:4 chemical 127:23 Cheryl 121:1 123:8 137:7 Chesterfield 15:25 Chicago 34:5 35:5,23 child 92:12 children 18:1,2 24:13 123:16 choose 109:15 Christmas 19:14 Chronologically 15:2 church 2:19 3:18 5:21 46:10,11,13,16,18 churches 2:2 3:24 4:2 4:3 90:18 ciao 50:1 55:14 56:12 57:17,18 69:19 70:3 circle 126:23 circumstances 45:4 cite 40:21 cities 9:8 36:17,23 citing 86:13 citizen 28:15 35:11,12 36:3 37:9,23 83:1 139:21 citizens 15:22 25:1 city 11:21 13:5,9 24:15 25:5 36:24 67:18 civic 92:14 civics 28:13 civil 40:17 126:22 clarify 87:16 class 33:12 43:13 44:4 45:19 53:19 58:6 60:12,19 classes 45:11 96:7 classified 87:15 classroom 45:5 125:8 classrooms 33:12 clean 15:17 cleaner 80:25 cleaning 14:8 clear 21:13 119:24 clearly 31:9 109:17 clergy 20:11 clerk 110:23 click 120:8 125:14 cliff 72:25 climbed 19:9 close 72:19 102:14 129:2 closed 23:6 117:17 closely 4:13 27:1 closer 133:19 clubs 3:19 clues 113:21</p>
---	---	--	--	--

<p>CNN 18:24 coast 31:21 43:6 coastal 36:16 code 139:6 codes 30:25 collaboration 26:19 40:22 collapsed 12:19 colleague 130:20 colleagues 114:22 119:16 collect 7:13 college 40:18 107:7 Colorado 71:19,21 come 14:11,21 16:17 23:15 26:22 27:15 31:8,10 32:15 37:17 39:7 40:11 44:4 47:15 48:7,24 49:1 56:9,20 60:13 67:19 71:22 73:8 75:10 78:12 84:16 85:19 106:18 108:14 117:10 135:16 comes 7:4,14 16:21 17:4 45:20 comfortable 33:24 64:20 114:4 comfortably 64:18 113:22 comforting 71:9 coming 1:23 7:22 10:15 19:19 22:1 32:17,17 33:2 48:19 50:7 55:5 81:6 119:7 138:8 139:12 139:24 command 59:8,15 70:11 72:16,18 73:13 74:3 commanders 72:24 commands 50:4 72:3 comment 23:21 24:20 26:10 28:14 134:8 comments 82:2 commission 35:14 40:6 committee 42:20 57:20 common 117:12 126:8 communicate 48:20 71:5 communication 12:20 41:16,19,20 45:9 49:18 86:8,11 91:13 111:17 118:4 communications 91:20 communicative 92:1,3 communities 38:14</p>	<p>39:4,9,10 67:7 74:21 76:2 79:7,13 80:12 95:10 96:9 109:23,23 131:21 135:23 community 14:20 15:5 15:7,7 28:5,11 35:15 36:11,16 37:4 37:6,12,20 40:3,7 43:10 44:2,8 45:15 46:8 48:22,23 51:4 53:13 63:25 64:17 67:5,12,20 68:6 69:9 77:13,16 78:23 79:4 80:11 85:18,20 88:1 91:11,18 102:8 109:17 117:23 129:5 134:11 compiled 26:13 complainant 56:13 completed 104:13 completely 61:14,15 complicating 5:6 component 55:10 88:22 components 51:21 80:5 86:10 comprehensive 43:8 51:10 79:16 81:1 compromising 32:2 computer 34:9 58:25 125:9 comradery 75:24 concept 39:1 43:7 59:10 108:4,20 concern 30:22 31:3 concerns 31:8 concrete 20:3 107:24 condition 76:2 conditioning 19:23 conditions 5:23 11:25 113:17 conduct 36:2 conference 1:4 88:6 97:17,18 119:13 139:1 140:5,8 confidence 112:13 114:6 configuration 106:8 confined 45:24 confusion 1:20 congress 130:6 connections 16:7 consider 23:2 consideration 10:24 consolidate 25:7 constant 78:3 constrain 42:6 constructive 5:3</p>	<p>contact 18:13 28:17 37:9 66:18 133:9 contaminate 14:11 content 43:1 82:14 85:3 continue 17:2 42:14 continues 42:18 continuing 102:18 contracting 59:15 control 73:13 convention 11:16 cook 127:17 cooking 14:8 coordination 25:19 50:25 139:22 coordinator 35:13 61:20 77:1 coordinators 28:16 copies 84:3 copy 84:2 core 71:22 corner 9:12 52:4 Corp 28:16 35:11,13 36:4 37:9,11,12,23 83:1 96:11 139:21 correct 23:23 cost 45:6 council 2:2 3:23 4:2 29:14 132:9 counselors 20:11,12 countries 9:6 19:22 32:20 country 21:13 22:8,25 29:21 32:20 101:15 117:7,13 county 25:5 36:16,18 40:7,16 67:14 75:8 couple 6:22 17:11 33:23 48:7 53:6 84:21 108:18 course 11:20 38:9 40:25 45:17 47:8 51:8,10,25 53:25 54:4,12 55:8 58:13 69:4 71:25 74:17 75:7,19,22,25 76:7 79:16 85:12 86:1,3 89:5,9,19 100:2 102:19 111:12 115:1 124:21 courses 61:7 74:17 cover 117:2 coverage 8:19 covered 9:23 117:1 crab 72:14 crawling 71:9 create 5:5 38:14 43:10,24 53:20 63:6 67:22 76:19 110:14</p>	<p>111:10 creates 63:3 creating 93:23 103:11 104:4 112:16 123:3 creation 4:10 credence 101:16 credentialing 93:20 credibility 80:9 cribbing 79:1 cried 18:5 cringe 108:2 critical 30:3 93:23 cross 3:16 83:23 99:23 133:8 crowd 12:4 23:16 crypt 119:2,3 cue 49:25 91:12 cues 91:17,21 culture 26:2 66:6 77:16 100:6 curb 62:20,21,23 63:6 curious 29:14,21 current 42:23 61:12 96:1 currently 69:2 83:4 curriculum 38:16,17 38:19,22,23,25 39:19,19,23 40:5,12 40:19,24 41:3,5,6 42:23,24 43:25 51:23 62:5,20 68:3 80:25 83:2,7,12,22 84:10,16 85:15 86:2 90:6 96:15 curriculums 38:16 39:3,5 45:8 custom 128:15 customize 118:8 customized 120:10 125:17 customizing 121:12 cutout 62:20,21 63:6 cutouts 62:23</p>	<p>136:22 137:8 day-to-day 44:13 deaf 38:22 40:14 43:14 46:10,11,21 46:22 48:18 49:16 49:23 50:4 59:22 70:19 74:6 80:21 91:14,18 128:9 deal 12:22 30:22 33:25 133:22 dealing 10:23 91:10 134:16,21 Dean 70:14 death 66:25 deaths 8:21 debated 90:20 debriefed 56:1 debris 70:18 December 6:4 8:14 17:6 139:11 decide 46:19 52:16 decided 35:24 39:18 41:4 49:17 57:5,16 57:19 decision 9:21 decision-making 106:11 degenerate 102:22 deliberate 109:14 deliver 39:3 69:4 deliverability 43:2 deliverables 39:22 demand 97:3 demonstrate 127:3 demonstration 55:12 126:22 denial 101:24 department 4:13 23:21 29:2 37:7 39:25 47:5,6,15 50:21 78:15 94:8 96:14,21,23 110:2 130:6 departments 95:23 96:6 depending 79:23 106:6,7 134:15 depth 131:21 135:17 described 68:25 describing 117:21 description 68:20 descriptions 58:22 60:4 descriptive 51:13,17 51:19 52:19 58:19 design 40:12 44:16 52:18 68:14 76:17 93:18 135:7 designate 79:14</p>
---	---	---	--	---

<p>designed 22:21 53:24 69:13,17 90:6 102:14 135:6 desk 97:23 110:23 114:21 117:11 desperately 95:9 destroy 33:5 destroyed 31:15 32:19 destruction 10:6 detail 122:23 details 30:19 121:10 deterioration 136:13 determine 99:17 devastate 8:18 devastating 7:14 develop 39:18,24 75:25 95:16,17 developed 39:23 42:19 63:2,3 79:11 developing 54:10 62:5 development 40:5,19 developmental 27:25 29:13 device 38:20 74:13 111:17 118:4 128:10 devices 57:23 60:23 85:10 112:21 diabetes 122:6 dialog 50:10 51:13 54:3 68:5 70:1 76:5 76:8 78:3,6 85:1,19 89:24 93:24 96:4 137:15 dialogs 43:4 dialoguing 80:15 die 18:2 97:24 dietary 104:21 difference 7:2 75:18 132:16 134:1,3 different 12:13,14 19:22 25:13 26:24 31:8 38:12 39:5 40:9 41:12,18 43:15 45:7 52:8,21 58:22 59:11 60:4 61:18 68:17,18 69:1 79:6 79:24 80:22 81:24 92:4 100:1 108:11 120:18 126:14,20 131:3 132:10 135:8 137:16 differently 13:16,18 13:20 14:25 86:25 87:4 116:16 135:6 differing 45:8 difficult 44:17 difficulties 90:4</p>	<p>difficulty 55:13 digging 3:25 dime 69:5 ding 55:12 60:19 direct 111:16 direction 52:5 directive 83:19 directly 13:4 84:19 disabilities 11:10 28:1 29:12,13,16,18,23 30:8 80:22 82:12 85:2 98:5 100:21 103:9 104:9,17 112:9 115:2,6 117:21 118:16 119:21 121:16 129:21 130:1,8,11 130:18 131:1 133:14 136:8 disability 82:14 99:21 130:21,23 131:6 133:14,19 135:15 disable 113:11 131:18 132:9 134:14 disabled 15:23 133:10 133:20 134:13,16 134:21 disaster 3:11,14,19 4:1,4,19 5:6 14:13 17:8 23:2,15 28:10 29:20 33:9 36:19 37:21 38:12 41:9,10 41:16,19 55:10 61:16,24 63:23 65:16 70:5 71:10 78:10 80:4 86:6,7 86:11 88:2,10 89:1 89:20 92:22 93:1 94:6,10,18 95:4 101:24,24 102:12 118:2 125:21 126:25 127:12,18 129:19 134:15 136:5 disasters 2:9,11,11,21 6:15 29:12,19 86:25 87:4 125:15 129:19 129:25 132:23 disclaimer 82:21 discovered 3:22 4:1 discrepancy 81:16 discussion 55:11 57:19 63:9 100:2 112:6 114:25 136:22 137:17,18 discussions 4:7 diseases 14:10 disengage 54:7 55:15 disengaging 54:2</p>	<p>displaced 5:17 6:17,20 displacement 10:11 displaying 31:11 displays 25:1 disserve 85:11 disservice 85:12 101:10 110:8 dissipate 131:12 distance 21:25 31:16 distances 77:20 139:25 distracting 62:10 diversity 82:11 divided 128:7 doctor 121:21,22 doctors 39:15 document 42:5 69:1 documents 59:1 124:8 124:9 doing 1:24 3:25 5:7 12:16 16:10 25:3 42:15 49:5 50:19 55:24 56:16 62:23 71:10 74:21,22 79:7 83:11 85:13,14 86:1 87:19 91:15 94:24 95:6 97:1 98:11 119:14 127:7 135:13,14 dollar 51:15 dollars 32:21 domain 83:4 84:4 dome 11:16 domestic 82:25 83:10 door 23:5 34:22 89:11 doors 140:3 dormitory 15:18 dosages 122:18 dot-com 125:14 download 58:25 128:3 138:18 downstairs 22:14,15 dozen 17:5 DRAFT 1:1 dress 52:13 drill 112:16 drills 99:21 104:12 112:8,10 114:24 drinkable 14:7 drinking 14:8 drive 124:10 driver 61:19 drop 34:18 92:13 drown 109:1 drug 72:10 drums 14:17,22 duck 117:2 ducks 102:23 due 40:24</p>	<p>dump 22:21 dumped 22:5 duplicating 25:15 duplication 25:18 duration 11:19 dust 127:8 duty 125:22 DVD 51:14,19 84:1,1 dwell 8:20 dying 48:11 dynamic 66:20 102:1 dynamics 53:20</p> <hr/> <p>E</p> <hr/> <p>E 2:8 16:5 38:24 84:6 85:22 108:15 ear 131:23 earlier 5:18 6:1 138:3 early 3:23 63:8 136:12 earthquake 5:13,14 5:18 6:8 101:15 102:6 117:6,13 125:25 earthquakes 6:10 ease 16:23 easier 99:1 east 11:3 31:25 43:6 54:17 easy 22:9 33:10 120:23,23 eat 18:10 127:17 economy 33:6 Education 29:3 Edwina 137:5 effect 25:7 86:25 effective 45:7 effort 98:2 efforts 34:1 eighth 92:7 either 3:14 33:11 38:20 43:14 48:6 58:2,24 96:11 elderly 24:10 elective 92:8 electrical 52:7 73:17 electronics 107:1 elements 2:4 7:11 elevator 105:4 eliminate 23:4 emergencies 102:24 emergency 2:8 4:13 4:14 20:13 35:9 36:15 37:5,12 40:8 41:10 67:7,14 73:4 73:7 80:12,17 99:2 99:20,24 100:4,8 101:8 104:22 106:21 113:25</p>	<p>115:20 117:19,25 118:8 120:6 122:11 124:8 129:25 emotional 20:5 emotionally 123:20 Emphasize 44:24 employees 86:17 employment 39:16 empower 44:22 46:3 EMTs 134:11 encompasses 92:17 encourage 26:2 encouraged 114:8 ended 73:9 86:13 endurance 113:18 energy 113:17 126:19 127:4,8,19 enforcement 16:2 24:5 66:24 engage 67:12 76:8 89:21 engages 53:11 engaging 53:22 76:19 81:23 92:13 English 16:1 24:4 107:5,5 enter 98:19 enthusiasm 48:14 56:7 entire 41:21 61:23 66:20 76:10 entirely 11:14 entitle 22:19 envelope 58:21 environment 30:23 31:1 98:13,23 118:13 120:2 124:13 equipment 106:2,2,12 121:1,5 129:9 equipping 124:5 Ernie 69:9 70:3 72:11 escape 115:3 especially 37:15 50:17 69:13 86:12 89:11 90:5 93:1 133:15 essential 121:19 122:1,12,16 124:8 establish 70:9 establishing 108:13 et 68:18 111:14,15 evacuate 10:25 11:7 15:14 54:24 55:1 67:18 68:10 70:12 114:19 115:22 119:9 evacuated 20:22,24 22:3 evacuating 119:8</p>
--	---	--	---	---

<p>evacuation 9:20 10:19 10:20,21,23 24:17 65:17 94:11 104:24 105:6,10 106:5 112:20 113:1,7,25 114:1,21 115:4 evaluate 105:7 121:19 evaluation 138:4 event 4:4,19 5:13 6:3 6:7,22 8:1,4,11 9:5 9:7,11 10:14 11:4 14:9,13,23 16:8 17:8 18:20 20:7,12 20:13,14 21:5,6,16 21:20 22:2 23:7 24:25 30:22 32:14 41:19,25 48:3 50:13 65:10 86:22,24 90:2 96:17 102:11,19 125:24 131:9 136:9 events 6:2,18 10:12 14:4 33:18 41:17 100:16,18,23 101:4 101:8 129:6 eventually 4:8 everybody 1:15 13:6 17:7 19:7 24:18 45:15 62:24 70:12 70:13 73:14 79:17 87:3,15 113:1 134:2 134:19 135:2,7,9 137:17 everybody's 39:21 44:1 76:15 82:18 everyone's 51:3 64:25 evolve 42:18 ex 78:1 exact 41:7 exactly 64:15 103:16 exam 104:4 examined 26:23 example 82:7 103:25 108:21 110:20 125:20 127:16 examples 48:7 59:12 81:18 excavate 70:12 71:12 excellent 72:15 73:2 exchange 56:15 excite 41:4 56:23 excited 36:1 exciting 36:5 70:15 excluded 43:20 excuse 13:19 48:5 75:24 excused 104:11 112:9 112:15 execute 94:18 exert 46:19</p>	<p>existed 32:19 existing 42:23 exists 18:19 exit 73:22 98:13,22 99:8 exiting 105:14,18 exits 107:11,12 expand 96:5,13 expanding 59:14 expect 10:18 14:13 expected 86:17 expensive 60:24 62:12 experience 2:24 5:12 135:17,22 experiencing 100:16 expert 69:21 expertise 135:22 136:16 experts 41:25 47:4 85:18,25 expire 122:22 127:20 expires 127:16 explain 118:20 express 4:16 extended 12:1 65:4 extensive 45:2 extinguisher 49:20 50:6 77:24 116:12 116:22 extinguishers 116:15 extra 85:23 extraordinary 54:13 55:7 extricate 72:8 74:5 e-mail 138:23,24 139:3,4</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>f 33:18 99:4 fabric 71:2 fabulous 40:22 50:22 53:19 57:2 69:20 80:24 89:21 fabulously 96:1 face 120:22,23 faces 90:23,23 91:7 facial 91:17,21 facilitate 37:6 facilitating 137:8 facilitator 72:22 facilitators 93:25 facilities 12:21 22:6 44:17 93:11,12 facility 72:17,20 99:9 103:25 104:3 fact 17:25 54:13 58:7 96:5 114:20 fade 102:1</p>	<p>fades 102:6 faith 3:18 90:17 fall 7:17 falls 89:12 false 110:9 families 12:10,15 61:23 94:3 family 12:11 18:6,7 19:25 20:22 21:2 61:16 65:4,4 104:15 136:5 fan 59:25,25 60:7 fantastic 129:1 far 42:17 95:23 farmer 67:8 farther 30:16 fashion 12:17 fast 117:8 Fastening 117:14 faster 111:9 135:24 father 61:13 father's 66:8 fathom 9:4 fathoms 8:15 fatigue 101:24 fear 12:3 16:24 31:16 131:6 132:12 FEASTER 35:20 federal 37:23 42:7 55:4 82:23 83:2 84:9,12 130:4 131:22,25 feel 1:7 5:8 22:17 33:24 50:1 56:19 75:12 140:6 feeling 90:24,25 131:17 feet 15:11 20:21 52:14 FEMA 40:1,2 65:8 130:6 132:19 139:16 female 24:13 64:24 fence 16:18,19,22 field 2:21 91:2 101:25 130:20 fields 67:10 fifth 54:25 67:17 69:22 74:18 fight 38:6 47:23 48:8 fighters 96:20 figure 6:23 26:8 43:20 62:15 78:7,19 92:25 127:20 figured 52:18 81:10 figures 52:10 fill 4:15,23 filling 138:9 filter 127:25</p>	<p>filters 131:3 final 32:12 98:1 finally 123:15 130:13 financial 32:22 find 8:7 12:8 26:6 27:14 39:15 49:9 52:21 56:20 74:5 86:14 138:5 finding 12:9 28:1 fire 23:20 37:1,7,11 38:6 41:8 43:22 47:4,6,11,15,16,18 47:23,25 48:8,20 49:3,20 50:3,5,21 65:16 72:2 77:23 78:3,4,4,11,14,17 78:25 80:3 95:22 96:5,11,14,18,20,21 96:23 99:4 110:2,21 110:25 116:11,15 116:22 firefighter 111:19 119:15 firefighters 119:7 first 1:20 2:22 3:15 4:20 11:5 15:18 19:1,6 36:22,23 40:17 45:11 51:9 54:1,14 73:11,19 77:13 82:22 90:6 126:22 129:23 131:8 134:11,21 fit 35:10 87:21 124:2 fitted 71:17 five 1:9 15:2,11 18:12 18:14 19:22,22 23:12 25:13 31:17 32:4 33:16 38:15 39:3,5 45:7 57:3,4 67:15 79:24 flapping 58:21 flash 124:9 flashlight 70:4,22 126:5,7 flashlights 124:7 flexibility 53:12 flexible 38:25 flights 105:24 flip 68:7 floor 15:13,13 16:10 54:25 56:5,10 111:7 119:11 flowing 32:15 fluorescent 127:13 fly 84:19 flying 117:16 FM 46:15 focal 66:17 focus 46:7 75:1 98:10</p>	<p>99:17,25 focused 75:21 focuses 132:22 fog 91:1 folks 1:6 3:5,13 11:14 13:18,20 14:25 15:4 15:8,10,20,22 16:3 17:9 21:3 26:24 29:11,16,18,22 34:15,25 88:7 98:3 104:17 129:24 130:1,8 followed 6:6,7 following 2:11 97:22 foot 70:7,17 80:10 force 20:15 forced 123:23 136:10 forearm 49:14,19,20 50:7,8 forever 137:7 forget 15:21 16:3 18:19 101:2 140:6 forks 12:13 format 38:1 42:5 43:1 68:23 formats 37:18 106:23 106:25 formatted 42:4 forms 138:4,5 forth 72:21 75:3 Fortunately 15:5 forward 50:7 78:2 139:11 fought 47:25 found 8:5 37:13 57:13 62:19 85:6 102:3 103:20 117:22 136:9 founding 2:3 four 70:7,16 74:19 105:24 fourth 67:17 111:7 free 1:7 140:7 freezes 66:4 frequently 132:23,24 friend 70:14 friendly 22:22 37:15 friends 14:24 28:4 frightened 17:3 Frinell 34:3,6 35:2 FRINELL-HANRA... 35:21 48:9,13 74:10 74:14 75:14,17 82:1 82:5 83:9 84:24 85:5 88:21 90:4 93:7,15 95:25 front 44:9 48:14,16 49:22 50:20 55:14 69:6,14 70:18 77:19</p>
---	---	--	--	--

77:23 82:3 110:23 frustration 12:3 full 58:18 114:3 fully 14:13 71:17 fun 112:6 function 18:10 64:1 funding 42:12 69:2,2 131:12 funny 52:25 fury 123:16 future 26:16 42:11 84:20 138:14	80:7 105:15 106:18 111:2,8 117:24 119:4,10 120:9,16 121:10 122:14,23 123:24 124:4,15 128:20 133:24 135:19,25 137:22 138:5 goal 100:4 goals 42:1 goes 7:12 17:7 33:4 45:5 92:19,24 102:3 going 1:8,12 4:22,23 10:9 12:14 13:14 14:24 16:17,20,25 23:11 24:7 27:3 28:14 31:7,20,22,25 32:3,5,7 34:2,17,18 36:5 39:2,20 41:14 42:11,14 44:16 47:4 47:8,14,23 48:20,23 48:23 49:2,3,3,18 50:6 54:10,23,24 55:1,6,20 60:14,18 61:3,17,19,20,20 64:1 65:2 66:13,14 66:25 67:19 68:10 68:11 71:7 76:9 78:7,10,16 80:7 82:22 84:12 85:25 88:10 90:13 91:23 92:11,22 95:3,5,13 95:14 96:10,18 97:14,24 98:1,24 99:14,16 110:2,25 115:14,15 116:20 117:18 119:10,18 121:9 123:11,17 124:3 126:13 127:10 130:2 133:18,21 134:19 137:2 139:13,14 golf 31:3 136:9 good 1:6,13 3:1 15:6 23:15 30:9 79:16 102:21 103:18,18 104:4 105:12,13 109:18 110:5 116:2 119:25 122:14 127:20 138:11,12 gotten 129:23 government 4:19 31:13 37:23 42:7 44:16 131:16 133:21 governors 27:16 grab 111:9 grace 36:15,18 grade 92:8	graduates 107:7 grandchildren 18:4 granddaughters 17:19 grandparents 18:3 grant 83:3 graphic 102:9 125:8 129:12 130:14 gray 4:5 great 25:11 26:21 28:25 30:22 71:13 72:17 96:13 97:1 99:9 115:25 122:23 126:25 133:22 greater 63:3 100:20 green 53:10 gripping 116:14 ground 7:12 15:11 16:12 19:10 86:20 89:14 135:17 group 3:19 53:23 54:16 75:2,3 76:14 77:10,16 80:2,23 81:11 groups 3:18 4:8 5:22 20:9 29:17 46:8 76:5 growing 95:8 guaranties 109:22 guard 9:25 Guatemala 2:23 guess 8:23 65:21 110:6 134:2 guests 106:19 guid 120:6 guide 82:17 91:2,4 109:18 114:1 120:7 138:17 guilt 18:17 guinea 75:4 77:22 Gulf 31:21 139:17 guy 54:22 105:17 119:17 guys 54:19	hang 111:24 Hanrahan 34:6 35:3 happen 31:21 32:10 109:1 112:10,11 136:13 happened 41:18 111:1 119:24 133:16,23 happening 29:21 110:22 happens 16:8 20:8 23:7 26:4 32:13 66:2 Happy 120:22 harbor 36:15,18 hard 9:4 18:18 38:22 40:14 46:11 48:17 59:23 80:21 91:18 102:22 111:17 hardest 21:14 hardhats 52:15 harness 26:9 hat 48:17 hats 52:17 70:3 hazard 83:16 102:20 hazards 83:14,18,20 head 56:17,19 91:15 126:7 heading 11:12 headline 102:4 Headlines 102:8 headquarters 40:3 heads 117:10 heal 63:1 health 94:8 117:19 118:9 120:6 healthier 5:24 hear 86:17,18,23 108:3 138:11 139:2 139:9 heard 24:1 36:4 99:15 113:2 115:2,8 131:15 hearing 15:23 38:23 40:14 46:11 59:23 80:21 111:18 128:9 hearings 91:18 heart 70:2 heat 50:1 heaters 117:14 heavy 62:14,25 125:22 heck 111:11,12 hedge 136:14 Hello 27:21 help 4:24 5:2 16:7 22:9 25:8,17 44:16 46:19 65:8,9 67:12 68:10,12 69:15,15 71:11 80:18 86:5	87:2 96:15 99:19 108:16 112:17,18 119:22 helped 81:12 96:24 helpful 5:3 47:7 110:6 helping 16:23 20:10 helps 5:3 117:24 hernia 62:13 Hi 23:19 29:10 124:19 hid 73:14,16 hidden 73:20 high 7:11,20 28:9 39:10 46:22 63:1 71:19 92:19 97:4 122:5 132:13 higher 15:10 16:12 19:10 134:24 highest 131:23 hiker 66:9 historical 40:4 hit 2:15 9:6 11:15 15:4 18:11 56:10 95:15 101:17 hitting 54:6 HO 49:11 hold 16:21 18:10 47:8 80:10 holding 18:12 77:23 126:8 hole 37:13 Holidays 139:12 home 13:16 15:1 20:21 30:15 31:15 39:25 40:2 64:17,20 65:3 78:12 90:16 94:20,23 101:17 103:5 104:1,20 109:6 130:6 131:16 132:8 140:4 homes 30:16 94:4,10 94:25 133:15 136:10 honest 45:23 honey 45:14 hook 78:15,21 117:17 hope 23:14 84:8 103:17,17 105:12 130:4 132:19 134:25 137:18,24 hopefully 26:14 42:10 hoping 10:17 29:1 42:13 84:20 90:1 horrific 119:6 horse 2:13 hosed 41:1 hospital 64:7 95:2,6 hospitalization 90:10 hospitals 94:24 hot 114:3
G GA 5:14 18:22,23 19:2 gaping 37:13 gaps 4:15 138:7 garu 84:9 gas 15:24 52:2 116:4 116:9 gasoline 66:4 gee 25:17 130:9 gene 55:20 57:1,6,8 57:10,14,17 59:13 general 2:1 generations 33:19 gentleman 23:22 69:6 71:16 73:1 77:25 George 26:23 getting 11:11 59:10 77:14 85:16 118:12 139:16 giant 7:7 Girl 100:13 give 8:9 21:9 25:12 27:5 34:20 42:2 44:14,18 48:6 58:22 65:15 67:11 72:2 76:6 80:9,10,18 83:25 84:6 86:7 87:25 88:16 94:1 96:10 98:3 113:20 118:10 128:2 137:9 138:10 139:4 given 27:10 88:18 100:15 101:16 107:25 136:9 gives 12:25 68:3 giving 57:13 80:16 81:17 110:18 glass 119:13 126:1,3 glasses 63:11 gloves 125:22 126:5 go 13:19,21 15:4 21:10,18 22:14 29:3 30:16 41:4 49:20 52:6 65:2,4 70:9,11 72:8 74:3 75:6,10		H H 101:5 hairs 4:5 half 2:17 6:14 14:14 25:14 61:1,17 97:21 hall 111:3 hand 55:18,20,23 72:9 handle 32:23 33:1 handles 87:3 handling 87:8 handout 113:25 handouts 99:16 hands 55:14 58:10 61:3 125:23 126:2,5 hands-on 51:7		

hotel 47:16 50:25 51:1 72:21 110:20 hotels 31:18 hour 8:17 33:21 41:6 65:16,18 68:3 74:2 74:17 90:20 91:5 101:16 hours 13:6 14:18 20:16 23:10 74:22 75:7 101:19 house 9:14,16 19:23 20:4 houses 67:20,21 housing 26:6 HS 83:18 huge 70:7,16 71:2 82:21 85:23 87:12 120:24 huh 130:10 Humane 3:17 hundred 25:13 hung 72:12 hurricane 7:3,16 11:4 133:12 hurt 21:14 husband 124:17 139:15	100:14 109:13 112:8 123:2 124:21 124:25 128:1 impression 131:4 impressive 82:4 improve 5:22 25:18 inch 52:4 inches 17:20 incident 59:8,15 70:10 72:16,18,24 74:3 86:12,16,18,19 incidents 2:15 include 103:8 included 83:14 includes 37:9 43:9 including 19:8 40:24 82:18 103:17 126:16 inclusive 39:18 82:11 135:9 incorporate 36:18 increase 42:12 increased 123:14 increases 114:6 increasing 39:8 incredible 13:12 20:16 26:20 69:10,24 75:2 incredibly 71:17 Indented 68:24 independently 41:24 Indian 6:5 individual 9:24 30:18 38:5 40:14 43:21,22 45:5 47:10 49:10,15 49:21,23,25 57:21 58:14 61:4,11 63:20 65:6,6,12 66:6,22 72:3 78:18,19 79:3 79:4 81:7,11 91:10 91:15,16 104:15 125:18 individualized 121:9 individually 123:3 individuals 36:10 38:17,19 40:10,13 40:15 41:20 42:22 43:14 44:10,18,23 44:25 46:3,17,21,23 49:12 50:18 51:8 52:21 53:1,11 54:7 55:2 56:22 57:13,23 58:24 59:22 60:6 61:2,9 62:8 63:14 65:25 67:25 68:4,12 69:6 70:23 73:20 74:6,7 75:3 77:5,11 77:18 78:9 80:3,20 80:21 85:1,17 87:8 89:5 94:3,4 125:20	Indonesia 6:9 8:22 industries 110:7 112:4 infect 90:9 infiltrate 96:25 information 25:22,22 46:20 72:23 83:15 110:19 117:19 118:1,9 120:6 128:11 131:20 infrastructure 33:1 41:21 67:22 93:24 injured 86:20 injury 87:10 134:18 inland 9:15 ins 51:20 82:12 99:12 insert 106:10 inside 26:5 insight 137:19 instance 31:13 instantly 110:14 111:10 institutions 32:22 instruct 116:7 117:3 121:18 instructed 72:4 instruction 51:12 92:11 96:20 instructions 70:21 88:17 instructor 55:17 instructors 81:22 139:24 insure 44:20 integrated 103:14 integrating 37:16 integration 36:10 intense 74:19 intentions 102:21 inter 131:14 interact 86:4 88:2 interagency 132:8 interesting 53:16 interestingly 16:13 interfere 113:15,17 internal 84:7 international 5:12 internet 26:5 interpreter 46:24 50:15 interpreters 50:12 51:2 59:5 73:24,24 74:1 86:9,10 introduce 1:25 35:2 introduction 34:10 41:13 57:25 99:14 intuitive 112:21 invaluable 2:13 inventory 128:14 invite 96:16,19	involve 28:2 involved 29:19,23 37:4 44:9 103:11 129:24 134:13 involvement 130:5 isolated 104:20 issue 29:11,19,24 41:21 47:2 57:22 67:2 76:1 89:6 96:3 100:9 111:21 116:9 120:24 121:15 122:8,25 123:21 129:19 134:23 issues 31:9 33:25 40:16 43:15 54:11 74:7 76:25 87:14,14 88:20 93:18 98:21 120:20,21 128:12 131:5,6,19 133:21 135:16 136:15,16 items 120:18 124:6 139:8 itinerant 106:18	124:17,20 128:21 129:2,15 130:9 133:5 134:6,7 135:4 karate 69:21,21 Karin 34:3,4,5 35:2,7 35:11,20 84:17,19 93:5 97:5 103:2,3 108:17 116:3 134:15 137:5 Karin's 103:24 135:5 Kathi 29:10 Katrina 6:9 7:1 10:8 17:13 22:25 24:22 101:17 121:23 129:18,22 130:11 132:12 133:13 keep 10:14 59:1 76:8 101:6 102:23 109:8 113:5 125:6 keeping 102:17 kept 119:16 126:24 Kevin 73:1,3 key 14:23 16:9 20:9 21:4 100:9 101:12 103:1 104:16 108:19 109:22 114:12,13 115:21 117:20 122:24 kid 72:13 kids 16:11,16,23 17:2 28:2,9 92:13 kind 1:21 4:19 7:5 9:4 13:11 18:18 20:5 33:3,3 52:10 53:2 53:10 61:9,10 63:4 66:4 75:9 86:5 88:16 104:18 106:4 106:5,17 107:22 108:17 109:18 117:24 118:16,17 120:19 124:6 126:8 126:20 127:9 128:4 132:22 135:21 136:11 kinds 30:24 33:7 102:24 106:4 115:8 118:7 120:25 121:5 125:25 128:4,12,13 kinesthetic 58:4 king 40:7,16 kit 65:22,25 90:21 91:5 120:17 125:22 kits 65:18,19 118:2 120:9,9 122:15 123:6 126:12 127:18,25 knee 61:14,15,24 66:12 knew 111:13 114:19
---	---	--	---	---

<p>know 1:9,18 2:5,6,6 3:5,7 5:7 7:6 9:19 9:20 10:3 14:4 16:5 19:20,21 21:18 25:24 26:1,25 27:2 29:16,22 30:1,5,14 30:20 33:22,25 34:16 36:3 38:4,10 43:11,16 44:13 45:14,17,23,25 50:2 51:25 52:12,12,13 52:15 53:6,9,9,10 54:19,22 55:15 56:6 56:10,23 57:7 60:8 60:17 61:2,10,19,21 62:22 63:13,25 64:11,19 65:24 66:1 66:10 67:13 69:20 70:20 71:15 76:11 76:13,23 78:11,24 79:12 81:3 82:24 84:12,18 86:8 87:9 89:16,25 90:16,24 91:9,11,23 92:15 93:9 95:2,13 100:23 101:14,22,23 102:15 103:15,16 105:12,20,22 107:2 108:9,9,22 109:24 110:24 111:15,16 112:12,13,22 113:1 113:14,19 114:23 115:11,17 116:1,4 116:12,18 117:22 118:13 119:15 120:4 121:20,20,22 121:25 123:20 124:7,10 126:16 127:1,2,6,7,14,15 127:16,22,24 128:16,22 129:4,11 130:5,12,13 131:9 131:13 132:3,8,22 132:25 133:1 134:25 135:5,25 136:3 137:17 139:12 140:2 knowing 2:16 76:17 112:17,17,20 135:18,19 knowledge 39:13 40:4 44:24 47:24 66:23 94:21 97:6 140:1 knows 46:4,13 108:16 110:2 131:20,21,21</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>L 18:22 33:12 38:24 73:2 90:7</p>	<p>LA 5:14 lab 53:18,18 labeled 68:15,25 labeling 68:25 lack 114:24,24,25 ladder 76:12 lady 111:24 laid 17:19 lamine 88:15 89:2 land 31:19 39:25 40:2 130:7 131:16 132:8 language 16:1 32:2 51:13 59:11 81:16 107:2,6 108:5 languages 95:11 large 36:25 43:17 59:18 106:25 127:13 larger 30:5 largest 13:5,9 19:11 67:17,18 lasting 131:4 late 1:17 3:22 107:14 lately 131:16 Latin 6:8 laugh 19:12 laundry 70:7,17 71:2 Laverne 23:17 139:20 law 16:2 24:5 66:24 lawn 105:16 laying 55:20 layout 43:2 58:15,16 83:12 lead 70:3 leadership 46:18 73:3 leading 73:9 learn 41:6 58:9 61:11 62:6 76:15 110:14 115:9 125:10 learned 11:2 26:13 63:8 125:4 127:5 learner 58:3,4,15 learners 60:7 learning 56:14 57:24 58:5 60:10 61:3,8 81:1 93:3 120:13,20 128:11 131:11 learns 58:1 leave 11:3 23:11 28:9 31:25 34:8 111:5 119:20 leaving 138:1 led 4:8 73:1,2 left 11:14 20:3 23:10 52:4 68:16 92:12 131:4 137:4 left-hand 9:12 legs 80:18 lengthy 63:9</p>	<p>lessons 26:12,22 81:24 82:10,13 85:4 85:6 letter 118:5 letting 140:2 let's 57:5 99:8 100:8 level 26:15,16 30:5 35:12 39:10 43:9,16 45:6,10,12 46:4 69:22 77:2,4 84:13 93:22 95:17 107:1,6 131:25 levies 11:5 liability 93:19 liaison 72:17,22 licensing 93:19 lick 7:6 9:5 75:13 lies 124:22 lieu 133:12 life 5:25 15:9 19:25 44:14 131:2,10 lifetime 33:18 lift 9:14 57:5,6 64:4 87:9,10 lifted 49:19 lighting 47:16 115:20 lights 115:24 limit 128:16 limitation 82:12 99:12 113:15 128:8 limitations 51:16 106:4,20 110:4 120:13 limited 122:18 Linda 27:21 28:19,20 line 8:19 13:4 117:24 lines 31:12 Lionel 19:13 Lise 75:16,17 121:1 137:6 list 42:8 45:2 138:24 listening 119:17 lists 96:7 lit 99:20 literally 7:4 little 1:17 3:9 5:11,24 6:25 7:21,23 8:9 11:22,22 13:22 18:5 18:6,15 26:9 33:23 35:5,25 44:17 52:17 62:18 69:5,19 70:13 71:16 72:13 79:6 82:10,14 96:2 98:2 98:25 100:1,13,25 102:11 111:8 112:4 116:16 117:16 122:10,14 124:1,9 124:14,25 126:23 live 9:9 14:25 15:16</p>	<p>44:15 50:13 54:25 101:14 110:3 117:6 122:3 lived 18:21 19:18,21 lives 6:15,20 8:6,7,25 9:2 13:24 14:12,15 16:15 37:3 125:7 132:17 living 64:21 93:11 103:25 load 62:25 72:7 loan 67:14 local 22:5 26:16 33:5 36:14 37:6 39:4 43:9,16 44:24 45:6 45:12 67:5 77:4 93:22 95:22 109:24 131:22 locals 95:17,18 location 64:11,12,13 64:25 65:13 66:8,9 66:16,21 67:3,25 77:15 86:21 88:13 90:13,14 91:9 103:2 locations 108:11 long 2:12 18:17 33:5 37:14 40:25 63:9 77:20 107:21 131:9 longer 7:19 11:22 35:25 84:21 101:13 101:18 longest 21:15 longing 76:19 look 8:24 9:11 10:8 11:24 20:7 21:5 24:8,15,18 25:2 27:14 31:20 34:19 35:7 36:7 37:24 38:11 51:23 52:12 52:21 53:12 60:3 64:25 65:12 67:4 84:12 109:19 112:1 121:21 131:2 133:19 139:11 looked 27:1 42:25,25 43:1,1,2 53:7 60:5 106:9 111:3 looking 1:10 5:20 26:12 39:1,6 43:2 60:2 62:21 65:11 77:14 85:8 98:12 133:22 looks 9:5 53:4,5 69:1 128:25 loose 25:21 lose 15:8 75:1 losing 18:4 loss 6:15 15:9 lost 8:8 14:14 18:1,13</p>	<p>lot 7:5 24:6,11 26:21 28:15 31:7 33:2 40:9 44:25 45:23 47:16,18 48:2 51:6 59:18 62:1 63:13,14 69:3 78:8,10 84:22 92:14 101:16,18 103:13,20 105:2 112:8,18 113:2,13 120:1,2 121:15 123:8 126:13,18 128:13 131:15 132:9 135:15 136:1 137:15 lots 10:13,13 Louisiana 13:1,6,10 133:7 love 47:5 56:4 66:25 70:15 99:3 loved 103:24 low 48:5 127:12 lower 52:3 lumping 64:9,23 69:5 lunch 130:3 Luther 133:6</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>M 5:14 90:7 magazine 29:12 magical 101:6 105:12 magnitude 7:16 main 98:10 major 5:1 95:15 101:4 101:8 102:11 108:7 121:14 122:8 125:24 majoring 13:24 majority 95:15 109:5 maker 126:16,20 makeup 3:16 making 14:19 49:4 51:2,3 94:20 98:12 106:14 109:8 124:11 male 24:12 malls 102:13 malpractice 93:19 man 69:8,10 124:16 management 4:14 40:8 41:11 80:13,17 manager 36:15 67:7 67:14 manner 9:1 55:24 manual 42:2,2 43:23 62:11 68:13,16 77:18 81:22 84:5 111:18 manuals 37:24 62:6 81:10 82:16</p>
---	---	--	--	--

Margin 68:18 mark 127:21 marriage 68:16 mask 127:25 Mason 26:23 mass 127:25 master 110:18 matches 83:24 material 42:17 materials 42:3 47:1 116:24,25 125:13 math 92:17 matter 9:3 19:17 41:24 47:3 63:2 80:2 85:18,25 122:13 134:22 138:13 mazing 69:10 ma'am 45:17 McCleary 79:21 mean 55:2 59:24 60:25 63:10,11 69:18 73:10,22 75:2 75:4 78:8 83:8 86:6 86:25 87:3 88:23 90:14 91:19 95:8 102:7 123:19 130:24 132:25 134:14 meaning 12:16 means 6:13,16 11:17 64:20 65:5 100:6 103:16 106:17 107:1 108:14 110:16,17 meant 27:13 103:4 measures 117:5 mechanisms 64:4 med 122:1,6,6 media 8:19 Medicaid 122:17 medical 37:11 41:9 52:9 55:10 65:17 72:7,17,20 80:5 93:19 122:18 medically 74:5 medicate 88:24 medicated 88:24 medication 88:25 100:25 121:14,14 121:20 122:2,8 medications 89:3 104:21 122:16,24 123:5 meds 122:12,20 meet 5:3 39:20 56:15 58:6 137:10 meeting 43:4 99:6 100:7 140:1	meetings 132:11 meets 77:6 member 18:7 members 12:10,11 37:20 47:20 53:16 62:9 memory 20:1 128:10 men 53:4 103:3 mental 80:22 mentally 15:1 134:17 mentioned 8:13 mentor 28:7 mentors 28:7 message 108:2 110:13 111:15 112:25 125:10,16 135:5 messages 135:10 met 17:15,17,17 18:21 41:23 51:3 58:17 97:25 116:23 meter 52:2 method 92:2 methodical 41:2 Methodist 20:18 methodologies 50:23 54:10 81:25 92:5 methodology 41:14 47:9,22 49:1,17 62:16 66:5 methods 51:6 57:14 mic 29:8 136:19 mice 128:15 micro 124:6 microphone 23:18 middle 65:3 115:25 midst 20:16 mile 95:1 miles 8:17,18 military 66:24 million 6:15 14:15 millions 6:16 25:1 mind 10:14 61:10 111:7 134:20 135:2 minds 16:23,25 mine 88:8 132:6 miniature 124:6 minister 2:1 ministers 48:18 Minivan 9:13 minor 90:8 minute 12:12 104:7 minutes 1:9 9:1,3 19:24 23:12 34:7 49:1 73:12 78:6 128:19 130:10 137:4,9 mirrors 117:15 missiles 117:16 mission 3:20 44:2	49:11 132:21 Mississippi 10:7 13:3 133:7,17 139:14 mistriaged 86:20 mitigating 117:5 mitigation 23:3 36:20 51:20 104:16 mixture 30:14 mobile 38:20 71:17 mobility 40:16 43:15 57:22 61:18 63:18 66:13 67:1 74:6 80:20 88:20 89:6 98:21 mobilize 104:1 132:2 135:20 mode 135:15 136:7 model 21:20 56:24 mom 63:23 moment 98:11 money 32:9,15,16 33:4 monopolizing 88:6 Montgomery 75:7 month 41:23 63:9 64:21,22 65:24 66:2 74:23 102:1,1 125:2 months 15:16 26:6 100:18 102:14,16 122:4 127:21 Moore 28:19,20,23 Morin 132:24 morning 1:6,13,17 3:1 33:21 74:18 111:2 mosques 90:18 motion 58:12 115:24 motor 56:4 68:9 121:3 motto 63:5 mouth 129:17 move 7:11 9:15 13:12 16:11 33:17 34:16 64:5 88:12 moved 13:7 31:10 40:1 64:19 83:16 movement 8:14 49:14 58:12 59:20 72:22 moves 7:8 moving 4:20 mud 6:7 mule 45:20 multi 42:3 105:3,19 multicoloured 52:24 multiple 68:21 98:22 104:5 105:1 109:2 127:23 music 59:23 musical 59:13	N 99:4 name 23:19 25:4 27:21 28:18 49:10 69:9 72:14 75:15 89:7 nation 24:24 25:11 32:6 36:24 41:18 national 35:12,14 40:7 83:1 87:17,20 91:3 99:4 nature 6:21 natures 32:14 navigate 124:12 navy 57:4 near 45:22 nearly 8:17 neat 7:13 Ned 26:18 need 5:9 10:24 12:5 12:18 16:4 17:10 20:17 21:24 23:2,9 25:2,9 26:18 29:7 33:7 34:9 37:24 38:1,4 42:9 44:19 46:18 47:9 54:19 58:8 59:18 61:2,3 63:12,12,20,22 64:8 65:22,25 66:14 67:22 78:20 80:14 81:8 83:6,17 84:7 88:25 95:3 96:5 98:14,22 99:19 101:19 103:9,10 104:22,24 105:15 106:22,23 107:23 108:4,5 109:4,7,19 111:22,24 113:7,12 114:10 115:10,23 116:7,14,23 118:7 120:22 121:6 122:15 124:23 125:17,19,21 126:5 126:7,12 127:1 132:16 136:13 138:14 needed 35:24 47:18 49:20 57:15 59:21 90:9 95:9 109:2 129:9,10 135:24 136:11 needing 66:18 87:2 113:22 needs 5:4 23:24,25 24:6,14,15,16 34:8 38:10 39:21 45:4 46:25 51:4 56:15 58:17 60:16 63:16 63:18,21,21,22 64:10,24 65:7,8,8	65:14 66:7 67:24 77:15 93:1 94:6 108:23 120:16 121:13 138:6 neighbor 103:6 neighborhood 37:10 44:6 68:7 78:23 94:19 95:6 104:2 108:22 neighborhoods 62:22 neighbors 68:6 89:24 90:3 96:19 net 82:7 network 25:21 135:18 networking 25:19 networks 131:22,23 never 8:8 9:19,20 10:3 21:15 32:19 78:25 101:15 105:22 109:11 113:5 115:19 116:12 119:5 123:24 130:15 new 10:9,15,17 11:2 13:7 20:15 23:19 25:4 27:2,5,13,18 27:21 28:19,22 29:5 29:7,10,13 30:7 37:11 39:23 42:15 44:16 48:5,11 49:4 50:18 51:19 57:25 59:7,7 74:9,12 75:6 75:16 82:16 83:8,22 84:9,15 88:5 90:1 93:9 95:22 100:11 108:25 111:14 115:5 118:20 119:3 124:16,19 128:25 129:13,16 133:3,6 133:16 137:19 news 18:25 19:5 newspaper 134:1 nice 28:6 59:4 niece 15:10 64:3,6 77:24 night 6:11 94:17 107:14 115:24 116:1 nightmares 17:3 nine 36:17 noise 126:16,20 127:10 nonverbal 58:3 91:13 91:20 noon 34:22 normally 55:15 60:11 Northridge 102:5,6 notes 81:14 notice 9:12 24:10
--	--	---	---	--

<p>98:16 noticed 54:2 119:12 notification 94:12 November 1:3 number 14:10 22:24 83:19 136:8 numbered 68:20,25 nursing 93:11 94:4,10 94:20,22 104:1 133:15 136:10 nuts 39:7 76:23</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>O 2:8 90:7 objectives 42:1 objects 64:5 observers 55:4,5 74:8 occur 101:7 132:23,24 occurred 75:22 ocean 6:5 7:8 37:3 OD 83:4,6,8 offer 43:9 52:3 offering 110:9 office 21:24 22:10,11 22:12 27:16,17,18 28:16 36:21 40:6,16 52:8 67:9 82:25 83:9 90:15 92:10 93:16,16 139:6,7,22 official 9:21 officials 9:8 10:15 16:2 131:24 offshore 31:11 oh 27:7 36:5 53:4,5 63:18 108:14 123:7 oil 86:16 okay 6:25 34:15 35:1 38:1 46:17 47:8,14 64:1 81:7 82:20,20 82:21 84:24 87:9 93:2,15 97:14 112:1 112:1,2 123:8 124:20 128:18,24 137:2,11 old 45:13 64:24 68:13 68:15 84:10 122:20 older 123:21 olds 27:24,25 Olympia 79:22 once 20:4 64:8 126:21 ones 7:16 24:9 72:25 115:17 129:7,7 132:24 ongoing 3:20 22:5 26:7 online 138:21 ons 114:3 open 51:16 81:12 89:11 102:12</p>	<p>operate 64:2 116:11 operation 2:9 73:5 operations 4:14 73:7 91:2,4 operator 33:11 73:4 opinions 132:6 opportunities 39:2,6 76:7 opportunity 34:24,25 38:11 68:4 75:24 opposed 99:22 option 84:10 91:11 order 10:21 13:22 33:1 138:13 ordered 10:18 orders 10:20 ordinary 54:15 55:8 organizations 3:10 25:14 90:17 organize 25:12 73:14 organized 30:4 organizing 4:3 30:9 oriented 35:9 41:15 42:16 58:12,13 60:14 76:22 84:11 original 14:12 40:5 51:22 originally 38:15 137:14 Orleans 11:2 13:8 20:15 108:25 133:16 outages 100:24 outlined 68:22 outlining 68:19 outrageously 62:12 Outreach 40:9 80:11 95:19 outside 18:22 19:2 76:7 97:23 oven 118:22 119:2,2,3 ovens 118:18,19 overall 86:5 overarching 40:12 overcrowded 98:20 overload 32:18 overwhelmed 67:16 124:23 owe 51:11 70:14 111:24 130:3 oxygen 111:19</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>P 83:4,6,8,18 pack 65:2 135:17 packet 82:19 packs 123:24 124:15 padding 107:22 page 35:7 52:1 58:18</p>	<p>68:21,25 81:13 pain 90:23 Pakistan 6:10 palsy 71:18 pan 52:9 panic 109:17 114:20 paper 5:19 55:18,22 61:1 62:8,17 102:4 para 69:4 paradigm 135:11 paralyze 18:16 paratrooper 69:7 78:1 parent 18:1 parents 24:12 park 9:15 64:14 parking 47:16,17 part 3:12,20,20 5:10 8:12 13:7 25:17 30:3 37:20 44:5,14 44:21 45:19 51:11 54:3 57:25 60:9 67:7 69:11 72:20 77:12 80:8 84:24,25 85:14 88:21 89:1 91:1,2,3,17 92:21 92:23 96:20 99:16 100:17 104:10,12 112:16 124:25 127:25 128:23 129:21 130:2 132:11 135:11 partial 124:22 participants 45:10 participate 40:11 44:5 44:24 71:20 96:17 participated 40:17 53:15 72:1 participation 26:3 particular 30:15 106:3 particularly 7:16 11:2 13:25 33:20 101:3 101:14 104:17 122:9 partly 113:8 partnering 26:24 partners 41:22 84:23 136:4 137:16 partnership 39:24 136:2 parts 54:3 part-time 67:8 passing 113:4 pastor 20:11,18 paternal 66:17 path 117:9 paths 115:22 pattern 94:15 patty 55:20 57:1,6,8 57:10,14,17 59:13</p>	<p>pause 34:13 pay 17:10 54:19 59:17 96:3 pee 116:1 people 1:10,22 5:24 6:17 8:3,4,5 10:13 10:13,19,20,25 11:3 11:6,25 12:9,23 15:25 16:7,15 19:3 19:7,17 21:6,14,25 22:3,7,20 24:4,19 25:8,21,23 28:4,6 30:8,9,12 31:4 33:14,15,16 43:17 45:24 46:12 50:14 52:22 53:10 54:1,14 55:5 57:16 59:18,20 60:2,12 62:1,6 63:15 64:9 67:15,18 67:20 68:10 71:8 72:23 75:9,12 76:3 76:14,18 78:16 80:18 81:3,4 82:11 85:8 88:14,23 90:19 94:16 95:2 96:8 98:5,21 99:11 100:20 101:6,9,18 102:2,18 103:4,8,9 103:13 104:8,19 105:3,21 106:3,11 106:18,24 107:4 108:1,22 109:9,9 111:16 112:9,11,17 112:18,18,22 113:3 113:3,13,21 114:4,8 115:2,5,6 117:3,20 117:24 118:7,13,16 118:25 119:12,14 119:19,21 120:10 120:12,20,25 121:2 121:4,6,15,16,18 122:17,19 123:3,15 123:17,19,22,22 124:15,22 125:7,9 125:10 126:18 127:1,12,22 129:4,5 129:21 130:11,14 130:17,18,25,25 131:7 132:13 133:10,14,18,20 134:13,21,24 136:3 136:7,8 138:25 139:20 perceived 4:21 percent 20:15 50:15 89:13 perfect 21:21,23 perimeter 74:4 period 7:19 12:1 27:6</p>	<p>27:9,10 75:23 person 33:14 50:4 58:13 64:21 87:1 107:18 108:7,9 126:11 127:6 personal 78:22,22 88:9,11,19 90:12 126:11 personalizing 88:19 personnel 50:22 persons 5:17 13:17 pertains 100:23 Peter 102:15 Petersburg 4:9 23:20 pets 123:8,13 petting 123:13 pharmacist 100:24 phenomenal 21:17 physical 90:14 106:8 physically 15:23 72:1 116:5 134:14,18 pick 89:15 97:22 140:6 picked 19:12,15 Pickett 21:17,19 26:11 picking 11:11 126:3 picture 70:2 71:15 77:17 120:19 pictures 10:9 17:18 58:18 68:19,21,24 120:11,14,15 130:17,19 piece 52:9 55:18,22 61:1 126:25 135:11 pieces 60:7 76:12 82:15 85:7 pig 75:4 pigs 77:22 pill 52:17 pilot 36:2,6 39:23 40:25 50:18,20 69:4 75:19 87:17,20 piloting 42:14 pitch 73:23 place 5:15 6:18 8:13 13:15 18:20 21:17 21:20,25 50:5 72:13 90:19 91:22 103:5 109:3 110:17 129:10 134:22 138:21 places 65:4 90:19 103:8 plain 107:3 plan 4:1 21:21 28:3,10 61:16 63:23 88:19 89:1,20 93:12 94:10 94:11,12,18 102:21</p>
--	---	---	--	---

103:12,23 104:2 105:20 106:1 137:22 planners 10:22 planning 11:13 12:5 16:4 23:2 29:20,23 33:9 42:20 61:24 65:17 68:6,7 88:22 104:18 106:14,17 107:8 122:14 138:7 plans 24:17 25:6 103:1,1,7,10,11,12 103:15,21 104:6,10 104:15,15,16 106:15,22,22 plants 117:15 plates 8:15 play 3:14 63:25 74:2 playing 59:19 pleasant 35:6 please 69:15 89:10,22 138:9,9 139:4,9 pleasure 2:16 pledge 99:6 plowing 67:9 plumbing 5:19 pockets 124:3 point 24:23 30:19 37:8 60:1 66:17,17 118:5,6 points 84:5 131:11 police 20:15 37:10 Polka 59:17 poor 11:9 15:22 21:16 22:7,17 24:2 31:19 111:23,25 popular 14:5 population 14:9 46:22 131:19 populations 38:12 86:4 position 23:8 44:11 111:22 positioned 73:25 positive 26:25 possessions 10:1 20:1 possible 14:2 21:23 23:7 post 118:13 120:1 132:11 138:24 posting 82:8 pot 53:3 potentially 65:7 127:11 potted 117:15 pound 70:22 pounding 70:20,24,24 pounds 81:20 poverty 5:20 23:5	130:22,23 131:5 power 9:14 10:12 13:11 65:21 84:5 100:24 104:23 110:1 121:6 134:25 practice 57:1 99:10 112:8,22 114:15,25 116:13,18 117:12 129:8 practiced 107:13,20 115:3 125:4 practicing 103:12 109:13 114:6 prayers 99:7 pre 73:24 predecessor 3:25 pregnant 53:3 prematurely 9:22 preparation 3:15 prepare 7:23 32:8 51:20 68:4 125:24 129:8 prepared 12:5 24:25 32:21 100:14,19 preparedness 23:3 24:24 33:12 36:9,11 36:12,20 37:21 38:13 39:8,10,11 44:6,7 63:6 65:17 65:19,22 78:23,24 79:16 82:25 83:10 90:12 94:2 98:6 99:13 100:5,9 101:11 116:24 124:24 128:15 129:25 preregistration 60:15 prescription 122:18 present 21:24 30:6 presentation 1:22 presented 93:13 presenting 35:8 president 2:2 presidential 83:19 press 114:18 pressure 35:22 78:8 122:5 pretty 95:20 98:20 129:11 pretzels 19:16 prevent 136:12 prevented 11:10 pride 131:14 primary 65:3 print 62:7,7 106:25 127:14 prior 133:12 priorities 32:6 priority 110:1	probably 1:19 3:11 6:19 7:24 10:9 13:9 19:4 21:15 25:2,14 30:17 56:11,11,21 75:23 101:17,22 105:21 108:8 123:14 132:5 139:10 problem 11:23 22:22 22:23 52:20 92:23 problems 21:12 procedures 106:13 process 30:21 36:13 42:6 44:21 57:12 60:10 84:8 104:11 104:13,14 106:12 processing 128:12 professor 40:19 64:16 program 40:1 42:12 43:8 48:16 75:19 77:7,9 82:23 83:1 92:9 94:25 96:13 programs 93:17 96:12 project 28:25 36:2 50:18,20 59:4 110:12 projects 93:20,21 promises 131:14 promote 108:12 propensity 25:11 properly 135:3 protect 10:2 protected 126:2 Protection 99:4 provide 20:10 28:11 37:25 46:20 provided 45:1 68:2 137:19 providers 40:10 providing 38:12 85:23 138:8 provoked 137:22 psychologically 16:14 16:16 psychology 41:10 71:10 86:6 93:1 public 83:3 84:3 92:11 139:7,21 published 27:12 puffy 17:21,23 pull 4:6 11:20 17:21 41:25 80:2 84:22 pulled 72:11,12 pulls 49:14 punches 101:4 purposes 5:1 purse 127:3 pushing 78:2 put 8:7 20:16 22:9,10	22:11 24:7,16 25:7 25:20 42:20 43:3,13 43:22 45:7 47:11 49:10,21 50:10 54:15 62:11 70:10 70:18 72:2,9 73:12 78:4,8 87:6 109:3 117:25 124:9 127:19 138:4 putting 12:10 16:10 31:4 43:7 85:21 91:6 puzzle 76:12 <hr/> Q <hr/> quake 102:7 qualities 109:19 quality 5:25 quarterly 74:24 109:10 question 30:7 83:5 84:25 94:14 95:21 110:6 113:11 129:13,22 130:2 133:4 questions 17:14 23:13 23:17 33:23 34:23 36:8 76:8,9 82:2 93:6 94:16 104:18 113:9 114:2 128:14 128:17,20,22 131:13 136:21 137:10,20 139:8 140:7 quick 45:13 110:18 quickly 4:21 14:2 33:17 98:15 101:10 111:16 126:19 quiet 23:16 quite 35:6 52:17 105:16 126:15 127:11 quote 102:21 <hr/> R <hr/> R 110:4 racer 69:8 78:1 radar 129:19,20 radio 73:4 radius 95:1 rain 7:20 raised 8:17 ran 72:21 rank 35:10 rapid 41:2 rapidly 14:17 48:25 rare 66:3 rate 127:25 rates 92:13	reaching 80:14 read 58:8 119:23 129:4 readability 38:2 readers 38:3 58:24,25 68:23 81:15 reading 92:16 107:6 real 7:10 28:15 50:13 78:9 115:11,21 117:19 125:3,5 131:18 137:16 realistic 106:16 124:14 reality 71:8 103:15 110:6 realize 3:12 8:3 23:24 119:20 135:1 really 3:13 5:7 6:1 8:11 10:4 15:4 16:24 30:5,18 34:16 35:22 39:7,16 51:5 52:18,25 53:8 55:16 57:12 58:14 59:18 59:20 61:8 62:4 63:19,20 66:15 73:10 76:24 77:12 77:21 78:8,20 80:6 80:24 81:8,22 89:25 90:11,20 91:20 95:9 96:2 97:6 98:14 99:25 103:23 104:10,13 105:7,15 108:20 114:13 118:2,18 122:4 126:9 128:1,1 129:8 132:4,15 133:13 139:22,23 reason 23:14 91:8 107:15 139:3 reasons 19:5 74:1 120:2 Rebecca 35:20 137:8 rebuild 8:6 31:14 32:4 32:25 rebuilding 20:6 30:21 31:7 rebuilt 30:24 receipt 6:9 46:9 receiving 139:1 recess 73:17 recharged 21:10 recipe 103:22 recognizing 123:15 recommend 89:4 recommendation 62:17 reconstructed 132:20 recover 21:15 36:20 61:17 65:10
---	---	---	--	--

<p>recovery 2:12 3:15 18:18 33:9 34:1 36:12 44:10,21 135:14 136:7 recruit 28:3 111:10 recumbent 69:7 78:1 Red 3:16 99:23 133:8 redid 61:15 reduce 25:18 reelevated 132:20 refer 118:17 reference 59:23 60:2 references 40:21 referred 5:13 refill 14:21 refinery 86:16 refrigerate 88:24 refrigerators 117:15 refuge 118:15 refugee 2:23 region 6:6 40:3 43:6 register 109:25 110:7 112:3 registered 138:25 registering 8:16 registration 60:21 97:23 regroup 20:18 regularly 18:10 reinforced 125:4 reinforcing 125:6 relate 92:13 122:6 related 83:1 99:22 relates 106:24 relationship 15:6 relay 121:6 released 27:3 relief 20:10 21:7 relies 126:11 relives 17:7 rely 2:14 104:25 120:25 relying 66:15 remain 13:9 107:10 remaining 42:8 remember 109:11 114:20 115:14,15 115:17,19 125:11 remind 100:15 109:7 109:10 123:1 139:10 reminded 114:22 reminding 101:6 129:3 removed 71:14 repeat 102:7 replace 115:18 replaced 61:15 replacement 61:25</p>	<p>representative 96:22 representatives 132:10 represented 133:8 require 46:23 required 94:9 rescue 41:10 43:21 46:1,2 57:8 69:12 70:12,25 75:12 79:1 80:4 86:15 118:14 118:23 127:6 rescued 46:6 119:1,5 rescuers 41:20 rescues 46:5 research 40:20 110:12 reserve 37:11 residents 30:13 resolve 102:6 137:22 resort 67:21 resorts 31:18 resource 32:23 44:7 66:14 95:24 125:12 resources 11:7 27:23 28:11 32:15,17 33:4 42:3 44:25 45:2 65:9 78:24 79:19,24 95:7 96:11 105:9 132:1,15 respect 7:6 respirators 121:4 respiratory 111:20 respond 10:21 12:18 106:21 responder 77:13 responders 4:20 40:18 40:18 90:7 129:24 131:8 134:11 responding 135:13 response 22:25 25:16 36:20 37:5,12 79:11 79:19 93:14 responses 131:7 responsibility 78:22 87:22,24 132:1,15 responsible 4:2 36:19 rest 6:20 83:17 140:5 restoring 31:1 result 14:11 results 11:17 rethink 108:5 retired 64:16,18 66:23,24 retrieved 15:8 returns 132:20 Reverend 1:25 reverting 114:13 review 6:25 51:22 76:9 99:8 100:8</p>	<p>121:21 123:11 138:19 reviewing 103:11 reviews 29:4 revise 42:1 51:18 reward 28:5 rhetoric 81:6 riced 56:4 68:9 121:3 Richard 25:4 richter 8:16 ride 10:2 right 14:25 23:11 26:23 27:9,22 30:18 34:22 52:4 56:9,21 66:11 71:16 82:2,22 90:24 92:7 94:15 96:8 98:16,25 121:25 122:3 123:11 127:7 132:13 137:6 139:16 rights 40:17 126:22 ring 37:1 road 11:11 12:14 14:19 77:6 roads 14:19 rocket 33:10 134:8,9 role 3:14 45:18 63:24 92:22 rolled 19:13 room 1:23 19:23 41:8 70:6 73:15,25 87:1 98:12,19 105:22 140:1 rooms 15:17 rotary 3:19 rotate 122:19 123:4 Rouge 13:5,8 ROUGH 1:1 row 102:23 rubber 77:5 rule 101:16 127:20 runner 72:6 runs 22:13 48:15 100:25</p> <hr/> <p>S</p> <hr/> <p>S 38:24 sad 120:23 safe 118:15 140:4 safely 20:24 88:12,17 safer 38:14 safety 19:9 50:22 74:1 98:3 102:7 115:23 116:2 Safeway 68:8 Sandford 23:20 sanitation 12:21 sat 17:24 57:8 73:11</p>	<p>saturation 8:19 Saturdays 74:22 save 48:24 57:9 69:8 127:8 saved 13:24 saving 132:17 saw 24:11 63:17 130:22,23 saying 55:21 61:10 74:19 75:18 113:11 says 1:9 83:19 scale 100:15 101:4 scenario 37:21 50:13 scenarios 10:16 107:8 scene 12:8 sceptical 112:4 schedule 34:17,19 scheduled 1:17 97:7 school 5:20 28:8,9 71:19 92:9,20 103:6 104:20 109:6 schools 37:17 92:7,8 science 33:10 scientist 134:9,9 scooter 56:5 123:23 scope 12:25 33:24 scout 100:13,13 screen 129:20,20 se 85:22 sea 8:16 19:17 search 41:9 43:21 46:1,2 69:12 70:11 70:25 75:11 79:1 80:4 86:15 127:5 133:8 season 7:17 Seattle 57:3 second 5:5 11:4,5 15:13 16:10 19:10 48:10 51:15 73:9 84:25 98:17 107:5 129:21 seconds 19:17 secretaries 114:16 secretary 27:16,18 secure 40:2 132:8 security 40:1 64:22 110:10 130:7 131:17 see 5:21 9:13 10:5 12:1 13:4,11 23:12 26:16 28:15 32:5 33:15 42:11 48:1 49:9 54:18,21 57:5 67:9 71:5 74:20 81:2 93:25 96:17 98:20,24 101:12 104:10 107:21,21 107:22 111:3</p>	<p>123:25 130:4,17,18 130:23,25 133:25 133:25 137:3 138:15 140:9 seeing 33:14 139:15 seen 6:14 7:17,25 18:24 133:23 sees 134:2 self 22:3 114:12 115:9 self-sufficient 101:12 101:20 senata 59:19 senior 15:22 71:19 92:19 sense 26:1,7 68:15 110:9 126:8 senses 58:10 sensitivities 127:23 sensitivity 85:16 sent 42:7 82:17 separate 123:18 separating 12:15 series 6:7 74:16 serve 3:24 86:3 service 5:22 35:15 37:11 38:6 40:7,9 53:14 86:8 87:17 92:14 110:9 123:9 123:13 135:18 services 2:20 94:9 135:23 session 28:21 34:19 84:22 97:21,23 138:21 sessions 56:2 set 34:9 73:14 74:3 134:20 135:2 136:7 137:13 setting 34:8 89:19 settlement 5:16 settles 127:9 seventh 92:7 shacks 5:19 shadow 52:10 shake 127:1 shape 33:18 91:7 share 5:11 6:23 17:11 25:22 84:14 97:6 shared 33:13 89:9,17 sharing 19:20 shatter 89:13 sheet 118:1,5 Sheila 139:20 shelf 102:3 131:10 shells 7:13 shelter 11:17,18 107:8 shelters 11:24 135:14 shelly 53:17</p>
---	--	---	--	---

shift 61:10 63:16 69:5 shifting 98:25 ships 46:16 shivering 92:2 shock 91:25 shoes 63:1 shop 79:22 shopping 102:12 shore 8:18 31:11 short 2:17 34:13 92:14 97:12 shortly 4:9 19:11 shots 7:24 shoulder 111:20 shout 129:17 shove 56:11,12 show 21:19 55:23 77:12 90:21 shows 52:8 shut 52:7 Shutting 116:9 sick 108:10 side 62:7,11 67:19 68:8 79:22 95:25 96:1 97:1 119:1 sided 62:18 sidewalks 62:24 significant 113:19 127:24 signs 73:22 102:21 similar 7:4 87:14 Simmons 1:6,16 23:16 26:10,21 27:4,7,15 27:20 28:14,20,24 29:9 33:22 34:15 84:17 93:5,8 97:5 97:14 128:18,24 136:19 137:2 simple 107:2 120:19 simplicity 89:8 simplistic 33:10 simulation 70:5 single 15:12 24:12 63:23 sit 36:25 121:10 site 15:24 21:6 47:10 128:8 sites 26:5 103:7 109:6 sits 67:17 90:15,16 126:7 sitting 17:22 28:16 29:5 54:17 55:14 64:14 70:19 situation 29:15 134:12 134:20 six 25:13 67:15 93:17 102:1,14,16 127:21 size 9:11 30:23 skids 98:17,17	skill 107:6 110:18 skills 39:13 41:8 46:12,18 66:22 68:11 73:8 87:25 94:21 114:7 skin 17:21 58:21 skip 99:14 slab 20:4 slammed 74:25 sleep 18:10 slice 125:19 slide 13:21,22 105:17 110:16 116:22 118:21,23 123:1 slides 6:8,22 58:16 120:11,12 slip 107:23 slowly 94:7 95:8 small 24:13 52:1 100:18,23 smaller 59:20 124:11 smart 135:1 smoke 113:20 115:12 snowed 65:24 social 64:11,12,13,22 65:13 66:8,9,16,21 67:3,25 77:15 86:21 91:8 94:9 103:2 Society 3:17 SOL 28:12 SOLs 29:4 solution 78:13 92:21 solutions 138:1,3,8 somebody 29:2 113:6 126:14 131:20 135:21 son 28:22 son-in-law 18:9,9 soon 84:14 sore 91:23 sorry 27:7 28:18 29:7 34:15 75:14 88:5 93:7 100:12 129:16 sort 10:18 38:19 49:24 sound 50:2 119:25 sounds 137:24 Southeast 13:25 Southeastern 6:6 southern 13:7 space 70:6 73:21,23 spaces 15:19 45:25 51:2 Spanish 59:25 spare 116:21 sparked 128:23 speak 15:25 16:1 24:4 98:1 107:4 118:3 speaker 1:20 23:19	25:4 27:2,5,13,18 27:21 28:19,22 29:5 29:7,10 30:7 34:3 48:5,11 74:9,12 75:6,16 82:16 83:8 88:5 90:1 93:9 95:22 96:22 100:11 118:20 119:3 124:16,19 128:25 129:13,16 133:3,6 speakers 34:21 51:11 77:12 80:7,16 speaking 34:6 138:17 special 13:15 15:20 17:9 23:24,25 24:6 24:14 60:1 63:12,16 63:17,21 64:9,24 114:10 135:8 specialties 25:23 specific 45:4 46:24,25 51:3 58:1 60:16 63:12,21,22 64:8,25 65:14 66:7 67:24 77:15 79:11 88:25 89:16 99:21 104:21 114:10,11 116:24 118:7 135:15 specifically 85:2 117:1 118:3 specifics 30:1 85:20 speech 128:9 speedy 71:17 spend 103:4,5,8 104:9 105:3 109:5 spent 13:15 32:9 35:5 spina 87:11,13 spinning 135:20 split 1:12 spoken 95:11 sponsor 3:15 spread 22:4 75:8 spring 42:17 spurred 137:20 squatters 5:16 Sri-Lanka 13:14 14:1 18:22,23 29:15 31:13 33:14 44:10 staff 30:12 94:1,12 staffing 94:15 stain 77:7 staircases 106:8 stairwell 113:4 stamina 113:18 standing 48:16 52:11 stands 3:10 start 1:18,22 3:9 37:16 64:10 68:5 82:19 97:15 125:1 127:7,9 130:16	137:25 started 1:18 39:1,6 40:23 54:9 63:16 76:4 114:19 119:19 starting 1:8,16 2:21 46:7 94:7 starts 131:13 state 2:7,8,14 4:1,3 21:23 22:4 26:15 32:7 35:4,16 36:3,7 36:11,17 37:8,22 41:4 42:15 43:5 46:22 48:15 55:5 60:12 77:1,2 79:9 83:21 84:13 87:18 87:19 92:6 93:16 94:8 95:10,17 131:22,25 136:9 states 12:15 22:24 31:3 131:16 statewide 93:18 station 72:18 statistics 8:10 stay 9:20,25 118:14 staying 97:17,18 140:5,8 steer 5:2 step 88:16,16 95:12 steps 23:4 105:21,25 107:20,24 112:1 113:16 118:25 stereotype 121:17 stereotyped 114:3 stick 52:22 91:5 stifle 56:8 stilts 31:5 stock 62:12 stomp 70:22 stood 20:4 57:7 stop 102:2,2 stopped 19:1,6 stores 37:1 102:12 stories 17:11 18:25 113:3 115:8 119:6 129:3,4,5,11 139:17 storm 7:19,22 11:15 11:19,21 18:8 33:13 37:1 storms 10:6,12 13:12 story 18:25 19:5 105:3,19 108:24 114:14,15 straight 68:16 strange 64:5 strap 71:3 strapped 136:20 strategy 48:19 strength 69:11,18,24 116:5,14,17	stress 21:7,11 101:22 string 52:23 53:2 strong 4:16 15:6 109:16 strongest 87:1,3 strongly 2:14 struck 131:1 structural 51:20 structure 59:8 72:16 82:17 structures 59:12 81:21 84:4 137:7,12 struggle 26:7 struggled 43:12 struggling 8:6 39:14 66:11 stuck 34:5 70:17 71:3 student 58:7 92:19 students 47:21 48:2 53:22,23 86:2 89:20 studies 25:6 41:17 study 26:11,12 stuff 84:15 112:12 120:23 121:23 123:23 126:1 136:3 sturdy 126:4 styles 57:24 61:9 93:4 subject 41:24 47:3 85:18,25 success 95:20 successful 77:7 80:13 successfully 68:2 71:14 sucker 115:19 suction 121:5 sudden 100:24 suggested 88:14 114:1 sum 2:6 summer 67:20 super 11:16 superintendent 92:10 supplies 72:7 99:22,24 104:22 107:9 127:13 128:6 supply 14:12 120:9,17 123:5 supplying 122:11 support 21:23 28:3 47:18 51:4 94:22 104:4,5 108:13,13 109:2,15,20 110:15 111:11 112:16 129:9 supportive 96:2 supposed 11:18,20 18:2 52:16 115:17 115:18 suppression 65:16
---	---	--	---	---

78:17,25 80:4 96:18 supression 41:9 sure 16:6 27:11 28:8 31:6,24 32:10 40:20 49:4 50:17 51:2,3 51:18 58:15,23 60:17,21 68:14 86:13 94:20 98:12 105:8 106:15 108:21 109:8,25 121:24 126:6 surface 8:15 surge 7:15 surgery 61:14 66:12 surges 37:2 survivable 44:12 survive 66:1 107:24 survived 18:8,14 129:6,7 Susan 35:21 suspect 29:25 30:17 suspense 48:12 sustain 126:15 127:11 Sustainable 77:9 Suzanne 1:16 5:10 27:2 swear 57:4 118:24 switching 136:19 synagogues 90:18 system 4:22 22:21 28:8 32:18 46:15 59:15 108:3 123:4 systems 101:8 104:5 105:1	135:3 takes 7:18 18:20 103:24 talk 8:23 17:18 24:24 36:1 41:13 43:6 58:10,20,20 61:8 76:6 81:23 87:7,8 88:22 89:1,18,23,24 91:23 92:4 99:20,21 100:22 104:6 105:2 105:11 120:16,18 128:19 132:16 134:24 talked 17:24 57:9,15 62:4 81:22 87:5,6 91:16 103:2 109:9 113:10 116:3,20 123:9 136:1 talking 20:18 30:12 31:4,24 36:6 37:16 48:17 54:5,20 57:20 59:14 64:10 66:7 67:24 75:10 76:12 90:2 91:1,6 94:19 95:19 96:19 121:2,3 121:11 130:16,22 132:17 talks 78:21 86:8,9 tall 52:5 tankers 14:20 tanks 14:17 tap 77:11 tape 127:13 tapped 45:3 96:14 targets 42:10 task 43:24 taxed 101:9 teach 38:4 41:14 60:25 88:1 91:12 122:19 teaching 47:10 51:6 68:1 82:15 team 46:2 47:23 49:4 49:8,9 53:24 57:6 62:9 69:12 70:10,25 73:1,2,2,9,11,19 74:2 75:13 76:11 79:3,19,21 80:17,19 86:15,15 87:5 96:21 104:5 109:15,20 110:15 111:11 133:9 teams 28:25 78:17 79:4,5,10,11,13,14 79:25 108:13,13 109:2 112:16 129:10 tease 46:19 techi 124:10	technical 89:7 techniques 38:13 39:13 41:8 44:19 46:1 47:20 51:12 56:1 60:23 67:12 68:12 71:11 73:8 85:24 86:7 87:25 94:2 technology 46:14 59:2 59:3 tell 10:25 17:16 47:4 47:9 48:6,13 58:11 73:11 78:15 81:4 99:23 123:2 124:14 124:22 138:10,13 telling 77:25 113:3 tells 52:5 temporarily 24:3 61:13 tens 6:19 12:23 tents 9:9 33:15,16 term 2:12 18:18 33:5 terms 17:24 29:14 30:16,23,25 32:3 82:12 98:6 99:12,18 99:24 101:11 104:5 105:2,9,13 106:11 106:12,20 109:15 109:19 110:1 113:20 114:14 115:21 117:5,20,21 118:8,11 123:9 125:18,18,20 128:4 128:7 130:4,5,7 131:5,17 135:18 terrorism 83:13,15 test 71:4,7 tested 41:3 testify 54:14 text 68:24 textbook 85:22,22 thank 1:24 33:20,22 34:2,11 35:21,22 48:11 82:5 97:5 134:5,6 136:22,23 137:5 140:1,10 thereto 21:6 thicker 62:19 thing 7:18 14:23 23:23 32:12 49:16 54:12 56:25 59:4 62:4 63:5,8 67:16 69:14 76:10 88:8 91:4 92:5 93:22 97:20 108:3 109:21 115:16 116:2 127:5 132:3 things 4:18 5:6 10:22 12:4,4 13:13 16:9	16:14 17:5 21:4,22 22:15 23:1,22 24:17 24:22 25:10 26:17 32:13 33:2,8 34:16 37:2 39:16 41:7,12 44:12 48:22 50:3 52:5 54:16 55:4,9 55:16 59:9 60:7,8 61:22 63:15 64:5 65:2 66:11 67:2,10 69:25 70:22,23 71:8 71:24 74:12 87:18 89:17 90:11 92:3,15 92:18 98:11 99:1,3 99:23 101:1,1,5,21 108:18 109:12 113:14,21 115:12 116:25 117:7,8,25 118:3,6,7 121:5,17 123:7 125:16,19,21 126:9 132:2 136:6 think 1:14 2:22 5:10 10:3 22:16 24:22 26:24 27:15,19 28:12,24 31:21,22 32:4 34:18 35:6 46:9 68:2 69:22 97:25 99:9 100:14 101:17 102:7,18 104:3,8 108:4,8,17 108:19,19 109:21 110:13 112:6 113:8 114:9 115:20,23 116:23 119:11 121:6,15,17 122:1 122:16 123:5,10,12 123:21 124:13 125:19 126:9,10,19 128:14,16,21 129:18,22,25 131:2 131:3,7,24 132:7 133:2,12,17,21 135:4,9 136:1,16,16 136:17 137:11 thinking 30:3 78:18 101:7 102:2 103:24 105:13 115:21 121:24 124:5,11 130:7 third 5:5 65:6 107:5 130:2 thought 1:11 82:9 88:18 103:3,3 107:17,19 113:5 119:9 123:8 125:17 126:25 130:12 thoughts 137:21 thousand 19:3 67:15 112:17 128:15	thousands 6:19 12:23 threat 36:25 102:24 three 5:15,18 17:19 47:12 48:25 52:8 60:4 64:13 65:23 70:22 78:6 105:24 133:11 134:4 thumb 127:21 tick 133:19 tickly 118:17 tidal 7:15 Tim 28:22 72:14 time 1:12 7:19 12:1 12:24 13:15 17:4,7 17:13 20:17,20,24 27:5,7,9,10 30:6 32:25 34:20 35:5 37:14 42:6 50:16 51:9 52:14 54:1,14 55:25 59:1 62:2 66:7,16 67:8 71:13 75:1,23 76:20 78:11 84:20 90:15 91:19 95:3 96:3 100:2 103:4,5,8 104:9 105:3 109:3,5 122:24 124:25 128:17 135:21 137:4 times 32:16 timing 136:15 tiny 52:19 tip 69:16 tipped 70:8,16 tips 47:20 55:25 86:7 98:5 99:11 today 23:16 36:1 86:24 98:2 100:22 108:17 138:3 toe 56:17,19 91:15 told 45:16 50:5 71:11 72:3 107:18 114:18 119:8,22 121:25 toll 20:25 21:1,2 tone 15:24 17:21 tool 68:3 116:6 tools 38:13 44:18 47:24 51:12 60:22 65:15 67:11 85:24 94:2 top 9:16 58:25 tore 70:6 torn 7:6 tornados 4:9 total 91:25 touch 49:2 50:9 91:22 touching 80:14 tower 114:17 119:9 towers 114:18 119:7
---	---	---	---	--

<p>town 11:12 12:13 20:23 21:17,19 26:11 track 51:15 tracks 19:15 traction 19:6,13 trade 113:2 trailer 61:21 train 18:24,25 19:1,3 19:6,9,12,14 45:9 46:20 57:22 77:2,4 77:13 78:16 84:22 85:14 87:23 93:21 95:5 96:24 trained 36:4 42:25 44:20 73:6 79:10,12 79:20 80:1 94:1,13 108:15 109:8 trainee 87:23 trainer 84:22 85:14 85:15 87:23 trainers 42:2,14,16 44:22 61:6 77:3 80:23 84:15 85:15 85:24 87:23,25 93:21 96:23 training 35:9 37:5,12 38:13 40:25 42:16 43:8,18 44:3 45:1 45:21 47:13 51:1,7 52:25 53:15,16 54:8 55:3 65:16 71:21 74:15,20 75:7,19,20 76:5 77:2 79:8,13 79:17 80:8,24 85:16 87:24 92:20 94:19 94:22 108:7 124:21 135:5 transcript 138:23 transfer 106:6 translated 95:13 transportation 12:20 24:14 trapped 24:9 127:8 trash 108:20 trauma 12:2 18:17 20:5,11 134:18 travel 90:20 115:22 117:10 treat 64:15 74:5 134:12 tree 19:14 72:14 tremendous 10:11,11 28:5 triage 56:17,19 70:12 74:5 91:15 tribes 36:17 tried 76:17,25 82:24 tries 21:2</p>	<p>trip 84:18 118:19 140:4 true 4:18 41:3 truly 95:9 try 5:23 8:6 9:25 32:9 71:23 77:21 92:4,11 96:10 137:2 trying 12:8 43:13 50:21 52:20 53:8 66:5 67:4,11 76:19 78:18 95:16,16 96:25 119:16 Tsunami 6:4,11 7:1,2 7:4 8:1,10,24 14:15 17:12,15 20:19 29:17 36:23,24,25 Tsunamis 17:5 TTY 48:15 turn 97:24 110:11 turned 11:15 17:1 21:21 turning 116:3 TV 19:24 133:23,25 tweaking 82:9 twice 14:21 41:23 51:18 56:11 115:15 twin 119:6 twisted 19:15,16 two 1:5 2:18 8:15 12:13,14 17:16 34:7 36:17 40:13 47:11 51:21 52:8 60:3 65:21 72:19 74:21 74:22 77:17 82:8 84:24 93:5 96:6 105:24 114:16 130:9 137:8 type 42:12 46:24 49:16 56:7 59:11 76:11,18,23 82:14 83:15 91:3 92:20 93:22 100:13 types 50:3 52:8 54:11 55:16 59:8 60:4,8 67:10 71:23 81:2</p> <hr/> <p>U U 5:14 18:22,23 73:2 73:2 ultimate 52:1 ultimately 9:24 70:25 umbrella 24:7 unable 11:6 105:20,23 unconsciously 22:16 underneath 19:14 70:18 73:16 understand 109:10 understandable 106:23 107:3</p>	<p>understanding 120:13 120:20 128:12 understands 37:3 72:15 88:12 understood 37:13 49:6 56:16 undertake 28:25 UNEDITED 1:1 unfortunately 20:23 22:2 56:3 unions 96:4 unique 8:11 universal 135:6 university 26:23 unnecessarily 136:10 unnecessary 8:20 unprotected 8:18 untapped 27:23 unusual 111:2 updating 103:12 upper 69:10,17 upright 52:11 upside 17:1 upstairs 16:12 22:14 22:14 usable 31:1,2 106:3 106:22 107:12 use 38:19 57:23 58:9 63:10 77:18 86:9 106:4 107:12 112:20,23 116:14 118:4 120:12,23 121:3,4,4,7,8 126:18 127:13 user 22:22 37:15 114:17 126:3 128:10 users 118:24 uses 38:6 62:24 69:12 77:20 UT 5:14 utilities 12:22 utilized 43:19 47:3 Utilizing 51:13 utterly 47:19 69:18</p> <hr/> <p>V vacation 64:17 value 66:25 van 139:4 variety 42:21 46:12 53:1 57:13 100:21 various 3:17 4:7,8 25:8 36:10 73:20 76:13 85:17 93:3 varying 37:18 38:11 40:10 54:6 79:15 81:1 92:5 vast 66:23</p>	<p>vat 25:17 vehicle 11:8 vendors 121:11 venues 63:1 verbal 58:2,4 versus 75:22 106:5 vest 48:17 123:25 124:6 vests 124:1 victim 55:21 56:3,6,18 61:5 73:15 video 51:17,19 videos 24:11 village 18:22,23 19:7 19:8,19 villages 9:2 Virginia 2:2,3,4,7,10 3:23 4:10 5:4 14:4 22:3,8,24 32:8 35:16 84:2 87:21 virtual 56:12 vision 48:5 127:12 visit 2:22 34:25 35:24 139:16 visitors 106:19 visual 38:5,18 43:14 49:12,24 55:13 58:2 58:3,14 91:12 visually 133:25 vital 14:9 89:17 VOAD 2:3,4,10 3:6 3:10,12,16,21 4:10 5:1 25:17 void 4:23 voluntary 3:10 4:15 5:22 volunteer 25:14 26:3 26:3 103:7 109:6 139:22 volunteers 4:23,24 5:2 37:10 95:3 voluptuous 57:1</p> <hr/> <p>W W 49:11 wait 118:25 119:22,22 120:3 waiting 96:7,9 waive 7:7 walk 8:2 34:21 105:24 111:25 118:25 125:23 126:6 walked 83:23 walker 38:21 125:23 walking 21:25 72:8 113:16 126:1 walks 52:13 wall 117:14 125:22 wallet 118:2,5</p>	<p>walls 117:8 want 6:23 9:25 16:17 21:11 24:19 34:23 38:16,17,18,22,23 38:24 46:6 50:17 63:6 69:8 71:4,22 72:19 73:5 75:1 77:21 78:12 79:9 80:9,10 86:22 97:15 118:14,18 120:8 121:24 128:20 129:2 134:7 137:5,9 137:13 138:11 139:19 wanted 23:21 38:15 39:7 46:3 73:7 79:15 84:17 wanting 43:18 wants 51:10 84:1 war 9:5 warn 17:5 warning 7:5,11,22 17:4,7 washed 9:2 19:16 Washington 35:4,14 36:2,7,16 37:8,22 40:6 41:4 42:15 60:12 65:19 79:9 83:11,21 84:13,19 87:18,19 92:6 93:16 94:8 95:10 wasn't 19:20 20:22 37:15 54:6 75:9 119:17 waste 69:23 wasting 135:21 watch 31:23 32:5 37:10 53:17,25 54:7 91:16 watched 55:15 130:12 watches 102:9 watching 24:11 91:21 100:17 water 7:12 11:21 14:1 14:5,7,11,16,16,17 14:20,23 15:1,11 16:17,18,20,21,21 17:22,22 20:21 31:16 104:23 116:4 117:14 wave 7:8,14 9:14,18 13:17 15:3 18:11 19:2,6 waves 19:11 way 4:25 5:2,5 7:9 8:5 12:17 25:23 27:24 32:8 35:3 58:1 59:6 61:11 81:3,15 111:6 111:22 113:9</p>
---	---	---	--	---

<p>114:13 117:9,17 120:10 134:17 ways 63:13,15 81:18 98:22 118:11 weaknesses 108:8 wealth 2:24 wear 63:11 70:2 webpage 91:3 website 27:14 118:10 120:5,7 125:13 week 25:12 40:25 74:15,23,25 75:22 76:3,18 90:8 101:13 102:4 139:14 weeks 15:15 47:11,12 65:21,23 133:11 134:4 139:10 weigh 81:20 welcome 2:25 35:16 welcoming 136:4 went 11:21 20:21 46:8 47:7 49:13 50:7,8 50:23 51:17 52:23 55:17 57:11,24 59:24 73:11,19 75:20 81:9 86:15 110:21 119:15 121:1,21 130:16 133:6 135:1 weren't 1:14 18:2 133:13 west 67:19 79:22 whatsoever 68:19 wheat 67:10 76:22,24 wheel 57:23 wheelchair 24:3 38:21 43:19,23 63:10 68:9 69:12 71:18 72:10 72:11,12 81:4 111:18 114:17 118:24 126:3 wheelchairs 63:19 77:19,20 wheeled 78:5 wheels 126:4 135:20 whip 45:13 whistle 126:17,17 white 53:18 wide 42:21 willed 87:3 willing 32:9 38:9 44:14 80:7 83:25 84:5,14 wind 7:9 12:7 37:1 window 119:13 winds 7:20 wipe 108:4 wires 73:17 wise 136:14</p>	<p>wish 56:2 140:3 Wolfe 29:10 woman 17:15,17 18:21 19:8,18 44:8 45:13 48:14 53:3 54:4 57:2,2 64:16 64:18 69:20 108:25 111:3,10 women 17:16 64:14 women's 52:15 wonder 76:21 wonderful 26:19 28:12 35:4 45:12 53:21 72:14 89:22 93:8 wondering 4:6 woods 27:17,18 woops 59:16 93:20 word 42:4 words 120:14 wore 46:16 work 2:13 4:16,16 18:18 20:10 22:18 23:20 26:17 30:10 33:3 49:15 58:11 79:21 82:24 84:7 90:13 95:12 102:22 103:6 104:21 106:13 123:2 125:7 138:6 worked 2:19,20 19:21 22:6 26:17 35:10 41:23,24 57:15 93:10 130:20 workers 20:13 working 2:18 4:12 14:3 20:19 27:22,24 30:15 84:8 86:1 88:7 92:10 96:4 107:15 112:11 138:2 139:15 works 35:13 109:11 137:3 world 2:20 4:6 5:21 6:14 8:13 16:25 21:13 32:16 113:2 worry 132:6,7 worst 10:16 wouldn't 69:20 134:10 134:23 wound 58:20,23 wounded 72:8 wounds 73:20 87:8 90:9 woven 100:5 wrap 97:15 wrapped 55:19 73:18 wrapping 55:22 wrestled 17:25</p>	<p>wrestling 32:1 write 58:8 81:13,19 writing 29:11 92:16 written 86:11 wrong 21:20 139:3 www.cdihp.org 120:7 www.vaemergency.com.... 138:22</p> <hr/> <p style="text-align: center;">X</p> <hr/> <p>X 53:4</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>yeah 75:4 87:24 103:16 129:15 134:7 135:4 year 2:17 6:1,2,15 27:24,25 40:23 61:16 64:24 115:16 years 2:17,18,20 5:15 5:18 8:12 15:3 18:20,20 31:17 33:16 36:15 37:5 45:13 102:5,10 115:18 yellow 53:18 yep 107:18 yesterday 1:11,14,15 1:19 97:25 99:15 105:11 108:24 113:10,25 121:2 123:10 131:24 136:1 140:3 young 57:2 69:20 88:7 88:14 younger 15:2 youth 27:23 92:25</p> <hr/> <p style="text-align: center;">Z</p> <hr/> <p>Z 73:2 zero 39:11 zone 9:5 zones 131:15</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p>10 9:8 20:21 37:5 40:3 115:18 10:00 111:1 100 8:1 9:6,17 20:20 26:5 50:15 101 41:11 105 69:24 11 9:6 61:1 102:5 12 73:19 74:6 100:17 102:1 124:2 12,000 22:3,20 12:00 137:12 125 92:25 93:2 96:8 129 95:11,14</p>	<p>130 93:2 96:8 15 1:3 137:4 15-minute 97:7 16 27:24 17 2:20 180 81:20 1979 2:21 1980s 3:23 1990s 3:23 1992 4:11</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p>2 9:5 2,000 8:12 19:16 20 9:1,3 19:24 41:6 65:15,25 66:3 68:3 73:12 74:17 75:7 89:13 20,000 5:17 20006 42:10 2004 6:4 8:14 2005 1:3 6:1 24/7 20:19 25 27:25 250,000 8:22 26th 6:4 8:14 27th 119:11</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p>3,000 8:18 3/06 127:22 30 102:10 30,000 63:18 300,000 8:21,25</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p>4,000 8:15 40 47:17 53:23 80:19 48 13:6 14:18 23:10</p> <hr/> <p style="text-align: center;">5</p> <hr/> <p>50 15:3 500 8:17 19:7,19</p> <hr/> <p style="text-align: center;">7</p> <hr/> <p>72 14:18 23:10 65:18 90:20 91:5 101:16 101:19</p> <hr/> <p style="text-align: center;">8</p> <hr/> <p>8 36:15 61:1 83:18,19 8:00 1:10,18 8:30 1:11,18 80 20:15 804 139:4 804)897-6500 139:6 804)897-6518 139:5 85 64:14,23 897-6518 139:5</p>	<p style="text-align: center;">9</p> <hr/> <p>9,000 8:16 9/11 24:23 114:14 115:1 118:13 120:1 911 48:15 95 45:13 127:24</p>
---	---	--	---	--